

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXVI.—NO. 13.
E. L. KELLOGG & CO., 25 Clinton Pl. (8th St.), N. Y.

OCTOBER 13, 1888.

\$2.50 A YEAR; 6 CENTS A COPY.
Western Office, 151 Wabash Avenue, Chicago, Ill.

JUST ISSUED.

A NEW EDITION OF HARKNESS'S COMPLETE COURSE

— IN —

LATIN FOR THE FIRST YEAR.

Thoroughly Revised and in Part Rewritten.

The following are some of the leading features of the revised edition.

1. The beginner is introduced at the outset to complete Latin sentences:
2. The reading of Latin is made especially prominent, and the grammar is used only as a means to this end.
3. An attempt is made to enable the pupil to appreciate thought in the original, and to see that Latin words are not mere equivalents for corresponding English words, but the actual names of real persons and things.
4. The grammatical forms and laws, which will be of immediate and constant use to the pupil in reading Latin, are given in the lessons themselves; while other grammatical facts which ought to be within his reach, though they need not be learned at first, are placed in the introduction for reference.

Introduction Price, \$1.12.

All teachers desiring a practical work for elementary Latin instruction should see this work. Specimen copies mailed to teachers for examination, at the Introduction price.

D. APPLETON & CO., Publishers,
New York, Boston, Chicago, Atlanta, San Francisco.

First Steps in Scientific Knowledge.

By **PAUL BERT,**

Ex-Minister of Education in France, and Professor at La Faculté des Sciences de Paris.

Adapted and arranged for American Schools by W. H. GREENE, M. D., Professor of Chemistry in the Philadelphia Central High School, author of "Greene's Chemistry."

Complete in one Volume. 375 Pages. 570 Illustrations. 60 Cents.

The attention of educators is earnestly invited to this work, which has been written for the purpose of giving Elementary Instruction in Natural Science. Its sale in France, in less than three years, reached 500,000. There is scarcely a school, even in the smallest village, that does not use it.

BOOK ONE, 30 CTS. 154 PAGES.

ANIMALS, PLANTS, STONES, AND SOILS.

BOOK TWO, 36 CTS. 220 PAGES.

PHYSICS, CHEMISTRY, ANIMAL PHYSIOLOGY, VEGETABLE PHYSIOLOGY.

INTRODUCTION PRICE.

Book 1. Animals, Plants, Stones and Soils, - - - - - 30 cents.

Book 2. Physics, Chemistry, Animal Physiology, and Vegetable Physiology, - - - - - 36 cents.

Complete in one volume, - - - - - 60 cents.

In the American Edition such changes and additions have been made as were needed to adapt the work to American schools. The additions include all common and important American species of Animals and Plants. The type, plates, and illustrations are new; the latter follow the original in size, number, and arrangement. The cuts of animals were drawn from life by Faber.

From the *New York School Journal*.—"So admirable a little book as this might well be made the subject of a discourse on the teaching of natural knowledge, as it is one of the most remarkable books ever written for children.

From the *New England Journal of Education*.—"This work will be cordially welcomed by American teachers and students who are seeking for aids in elementary instruction in the natural sciences.

Correspondence solicited. Liberal terms for introduction and examination. Address,

J. B. LIPPINCOTT CO., Publishers,

715 AND 717 MARKET ST., PHILADELPHIA.

NEW AND IMPORTANT.

Metcalf's Spelling and Language Book.

Secures better results than have been obtainable hitherto.

Price for Exchange, 10 Cents; Introduction, 20 Cents.

White's Industrial Drawing—Revised.

Just adopted in Denver, Col. More rational, more direct, more instructive than any other publications on the subject. 18 Books; giving two books a year for a

Write for our Brief Descriptive List, Special Selected List, or Pamphlet of Gray's Botany.

IVISON, BLAKEMAN & CO.,

753-755 BROADWAY, NEW YORK.

149 WABASH AVENUE, CHICAGO.

THE MOST PRACTICAL AND POPULAR OF THE MANY EXCELLENT TEXT-BOOKS RECENTLY PUBLISHED ON THIS SUBJECT.

Published less than one year ago, and already adopted for use in a large number of the leading High Schools, Normal Schools, Seminaries, Academies, etc., of the country.

MOWRY'S STUDIES IN CIVIL GOVERNMENT

INTRODUCTORY PRICE, 94 CENTS.

SILVER, BURDETT & CO., Publishers, 50 Bromfield St., BOSTON.

NEW YORK: 740 & 742 Broadway.

CHICAGO: 122 & 124 Wabash Ave.

"Mowry's 'Studies in Civil Government' is the best book yet on the subject," A. S. Roe, Principal of High School, Worcester, Mass.

A sample copy will be mailed to any teacher for examination on receipt of Introductory Price, (94 cents). Examine Mowry's 'Studies in Civil Government,' before beginning with another class.

HARPER'S GEOGRAPHIES.

"The best text-books of their class yet published."—W. H. PAYNE, M. A., Chancellor of Nashville University.

HARPER'S INTRODUCTORY GEOGRAPHY.

Small 4to., Linen, 112 pages. 48 cents. Introduction price, 40 cents.

"A genuine Primary Geography."

"Adapted to the comprehension of young pupils."

"Burdened with no useless or unimportant matter."

"Characterized by simplicity of language and clearness of statement."

"Distinguished for the beauty of its illustrations and the accuracy of its maps."

The above are extracts from a few of the numerous testimonials to the excellence of Harper's Geographies. These books have been more generally introduced into the schools of the country than any other series. They have been adopted by all the largest cities, by hundreds of smaller cities and towns, and by numerous Normal Schools and Colleges; and are in exclusive use in the State of Nevada and the Territory of Montana. Notwithstanding their superior merits, they are lower in price than any other series yet published. Copies for examination will be sent to teachers and school officers on receipt of the introduction price.

Correspondence with reference to these books is solicited.

HARPER'S SCHOOL GEOGRAPHY.

4to., Linen, 128 pages, \$1.08. Introduction price, 90 cents.

"A truly scientific School Geography."

"Embodies the true spirit of reform in geographical teaching."

"Fulfills all the requirements for a practical text-book on the subject."

"Gives better satisfaction than any other."

"Harper's Geography is really a model."

HARPER & BROTHERS, Publishers,

FRANKLIN SQUARE, NEW YORK CITY.

W. H. Walmsley & Co.

SUCCESSORS TO:

R. & J. BECK,

1016 Chestnut St., Phila.

Microscopes and all
Accessories and Ap-
paratus, Photogra-
phic Outfits for Ama-
teurs, Spectacles,
Eye-Glasses, Opera
and Marine Glasses,
etc., etc.

Illustrated Price List
mailed free to any address,
mentioning this paper in cor-
responding with us.



A. W. FABER'S

FAMOUS
LEAD PENCILS,UNEQUALLED IN
QUALITYTHE OLDEST AND BEST
OF ALL PENCILS.

HOUSE FOUNDED IN 1791.

PEN HOLDERS

RUBBER

ERASERS.

PENCIL

SHARPENERS.

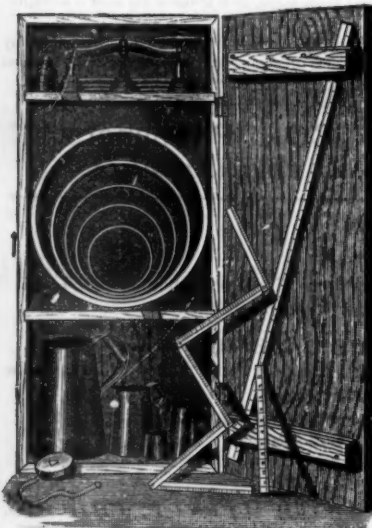
If you cannot obtain
these Goods at Stationers,
send 30 cts. for samples of
same.

FABER'S PATENT

PENCIL

COMPASSES.

SAMPLES, 15 CTS.

SCHOOL CABINET of STANDARD
MEASURES.

All the necessary standards of weights and
measures, in a neat, varnished, hard wood
cabinet with lock. Should be in every school
building. Price, \$10.00 Complete.

MILTON BRADLEY CO., Springfield, Mass.

HANDY PAMPHLET CASE.



USEFUL FOR
Classifying Pam-
phlets,
Keeping Sermons in,
Saving Magazines,
Business Catalogues,
Filing Price Lists,
Librarians want it.
Literary men need it.
Physicians should
have it.
Clergymen appreci-
ate it.
Neat, Cheap and
Handy.
Put up two in a nest.
The outside case 10x
8x3.

Cloth, - \$4.50 per doz.; 45 cts. each.
Paper, - 3.50 " 35 "
Cloth sample mailed for 50 cents.

Nims & Knight, Troy, N. Y.

READERS will confer a favor by mention-
ing SCHOOL JOURNAL when communi-
cating with advertisers

JUST ISSUED.

A NEW BOOK ON LANGUAGE.

GREENE'S

FIRST LESSONS IN ENGLISH

HANDSOMELY ILLUSTRATED.

A Graded Series of Practical Exercises in Language.

The publishers take pleasure in announcing that they have just issued a new work which it is believed successfully fills the middle ground between technical grammar on the one hand and aimless, diffuse language lessons on the other. A definite plan is unfolded through a series of lessons which combine simplicity and accuracy. The objective method is employed throughout the book. Step by step the essential facts of language are developed from the fund of knowledge already possessed by the pupil. While the underlying principles of grammar are taught by means of interesting exercises, technical terms are not used in Part I., and are employed only to a limited extent in Part II., to develop an outline sketch of the properties and uses of the parts of speech. The book contains little, if anything, to be memorized, but by working out the exercises given, the child must become acquainted, almost unconsciously, with the correct use of capitals and of the marks of punctuation, and will necessarily acquire a general knowledge of the structure of the sentence and of the fundamental requirements of letter-writing.

Teachers and school officers who are in search of the best methods for teaching English are requested to send for specimen pages which will be mailed free to any address, or for sample copies which will be sent post-paid on receipt of 36 cents.

COWPERTHWAIT & COMPANY, Publishers,

PHILADELPHIA.

6 Barclay St.
12 Vesey St.

E. B. BENJAMIN,

NEW YORK.

Importer and Manufacturer of

SCHOOL AND LABORATORY APPARATUS, PURE CHEMICALS.

Agent for NON-BLISTERING PLATINUM.

A very large stock of first-class Apparatus for sale at lowest rate for best goods. Correspondence solicited.

JOSEPH GILLOTT'S
STEEL PENS.

GOLD MEDAL, PARIS EXPOSITION, 1878.

SOLD BY ALL DEALERS.

For ARTISTIC USE in fine drawings, Nos. 659 (the celebrated Crowquill), 390 and 391. For FINE WRITING, Nos. 303, 604, and Ladies', 170. For BROAD WRITING, Nos. 394, 339, and Stub Point, 849. For GENERAL WRITING, Nos. 404, 332, 390, and 604.

JOSEPH GILLOTT & SONS, 91 John Street, N. Y.

HENRY HOE, Sole Agent.

The New York School Book Clearing House.

Send List of any you have
to dispose of, giving
Copyright-Date

School Books

Whether you have to SELL
or wish to BUY,
Communicate!

and condition, whether new, shelf-
worn or second-hand, and we
will make you an offer,

Wanted.

The most complete and miscellaneous
stock of School and College Text
Books, as to subjects and conditions
in the U. S.

Address ANDERSON SCHOOL BOOK CO., 66 & 68 Duane St., New York. Mention School Journal



SCHOOL FURNITURE,

Maps, Globes, Stationery and Books.

DIPLOMAS,

Certificates, Medals, Prize Books, Etc.

School Supply and Publishing Co.,

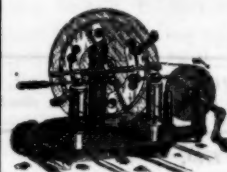
ARTHUR COOPER, Manager,

36 BOND ST., N. Y.

PRICE LISTS ON APPLICATION.

JAS. W. QUEEN & CO.,

PHILADELPHIA.

Philosophical, Electrical
AND Chemical Apparatus,

New Table Air-
pumps. Superior
Lever Air-pumps
Lowest Rates to
Schools. Corre-
spondence desired.
Mention this Jour-
NAL.

EIMER & AMEND,

205, 207, 209, and 211 Third Avenue.

NEW YORK.

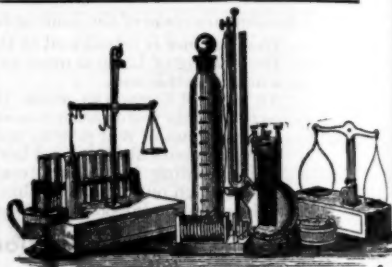
Importers and Manufacturers of
Chemical Apparatus,

AND

CHEMICALLY PURE CHEMICALS.

Chemists,
Colleges,
Schools and
Laboratories,

Supplied with the best goods at the lowest prices.
Bunsen's Burners and Combustion Fur-
naces, a specialty in manufacture.



BULLOCK & CRENSHAW,

528 ARCH STREET, PHILADELPHIA.

Manufacturers and Importers

CHEMICAL APPARATUS,
PURE CHEMICALS,

For Colleges and Schools.

ILLUSTRATED PRICED CATALOGUES
furnished on application.

ANDREWS M'F'G CO.,

Manufacturers of the only

Noveltail School Furniture
IN THE WORLD.

ANDREWS'
Globes, Tella-
rians, Maps,
Charts of all
kinds, Black-
boards, Dust-
less Erasers
and Crayons.
Just Published.
Andrews' New
Series of School
Maps.

Andrews Manufacturing Co.,

686 BROADWAY, NEW YORK.

A. H. Andrews & Co., 196 Wabash Ave., Chicago
and Post and Stockton Sts., San Francisco.

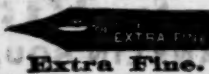
NEW ENGLAND

CONSERVATORY.

Thorough instruction under ablest Masters in
MUSIC, FINE ARTS, ELOCUTION, LIT-
ERATURE, LANGUAGES, PHYSICAL
CULTURE, AND TUNING. Tuition \$5 to
\$25 per term. Board and room including Steam
Heat and Electric Light, \$5 to \$7.50 per week.
For Illustrated Calendar giving full information,
address
E. TOURJEE, Director, Franklin Sq., BOSTON.

ESTERBROOK'S STEEL
PENS.

No. 333.



Extra Fine.

STANDARD SCHOOL NUMBERS,

333, 444, 128, 105 & 048.

FOR SALE BY ALL STATIONERS.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.

The School Journal.

THE CLEARER POSSIBLE STATEMENT OF TRUTH IN THE LIGHT OF TO-DAY. THE MOST SUGGESTIVE IDEAS PERTAINING TO EDUCATION. THE MOST PHILOSOPHICAL METHODS OF TEACHING.

ESTABLISHED 1870.

THE SCHOOL JOURNAL. A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } Editors.
JEROME ALLEN, }

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly.) \$2.50 a year.
The Teachers' Institute and Practical Teacher.
(Monthly.) \$1.25 a year.
Treasure-Trove. (Monthly.) Illustrated. \$1.00 a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.
The School Journal and Treasure-Trove, \$3.
The Teachers' Institute and Treasure-Trove, \$1.80

E. L. KELLOGG & CO.,

EDUCATIONAL PUBLISHERS,

25 Clinton Place, (8th St.) N. Y.

WESTERN OFFICE: E. L. KELLOGG & CO.,
31 Wabash Ave., Chicago, Ill.
GEN. EASTERN AGENTS:
HENRY A. YOUNG & CO.,
36 Bromfield St., Boston, Mass.
J. I. CHARLOUIS, Manager Advertising Department.

New York, October 13, 1888.

CONTENTS.

EDITORIAL.

Words are Cheap—Method—Religion in School—Par- tisan School Systems.....	203
Minuteness of Detail.....	204
The Elements of Respect.....	204
New York State Examination Questions. A Suggestion. A Letter and A Reply.....	204
What is Music?.....	205
The University School of Pedagogy.....	205
Memory and its Doctors Again.....	205

EDITORIAL NOTES.

CONTRIBUTED ARTICLES.

Industrial Education. By Hon. B. G. Northrop.....	205
A Live Study of a Very Important Subject?.....	205
Practical Value of Manual Training. By Dr. Edward Brooks, Phila.....	205
Answers. From Supt. S. G. Love, Jamestown; Supt. Randall Spaulding, Montclair, N. J.; Mr. William M. Giffin, Newaric, N. J.; Dr. C. M. Woodward, St. Louis; Mr. H. H. Bejfield, Director of the Chicago Manual Training School; Supt. Usher W. Cutts, Orange, N. J.; Supt. Dutton, New Haven, Conn.....	205

THE SCHOOL-ROOM.

Letter Exercises and Subjects.....	207
Language.....	208
Manual Training. For the Primary School.....	208
A Number Lesson. By Miss Mary A. Pinney, New Haven, Conn.....	209
Lessons in Drawing.....	209
Things of To-Day.....	210
Fact and Rumor.....	210

EDUCATIONAL NOTES.

The Centennial Exhibition.....	210
New York City Correspondence.....	211
Letters.....	211
Stories from the Children.....	211

BOOK DEPARTMENT.

New Books.....	212
Reports.....	212

THE SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

THE common proverb is that "words are cheap," and it is because they are so cheap that they often do so much hurt. Many a teacher has talked himself out of a good place. The ability of holding one's tongue at will is first class. It rates higher in conflicts of life than a knowledge of half a dozen languages. An angry man met a teacher a few weeks ago in the public street. He stormed and swore for some time. When he was through the teacher very quietly said, "I hope you feel better," and passed on. It might not have been the best thing to say, on all such occasions, but on that occasion it was exactly the thing. Some people's words come to them about five minutes after they are wanted; the result is they never can say what they should say at the time they ought to. This is from a want of self-possession. It is a proverb that if our fore-sight was as good as our hindsight we should avoid many troubles. It is a grand thing to be able to say the right thing exactly at the right time. But one thing is usually safe, when provoked, that's silence. Speech may be silver, but more frequently silence is golden. Some are never able to say a real pleasant thing. Their presence and words are like a blast from the ice fields of Greenland. It seems as though they carry a graveyard around with them wherever they go. Such

teachers do little good. There is a mean between frivolity and empty-headedness on the one hand and owliness on the other.

PROGRESS depends upon method. When learning revived after the intellectual darkness of eight centuries, it was because the method of the schoolmen was abandoned. Were their ways still our ways, we should be in the XIX century, what the school men were in the XII, and the age of superstition, the thumb-screw, and the death by fire for opinion's sake, would still be our age. Montaigne says that he "knew a teacher whose touchstone and square of all solid truth was an absolute conformity to Aristotle's doctrine," and he further said that "'tis the custom of the school-masters to be eternally thundering in their pupils' ears, as it were, pouring into a funnel, whilst the business of these is only to repeat what others have said before." This master, Montaigne says, believed in Aristotle's dicta so implicitly that he could conceive of no work more profitable than the learning of what Aristotle had written, for no one could ever surpass him. This is the philosophy of the old education.

WHAT is worth doing at all, is worth doing well.

If religion is taught in our schools it should be taught as thoroughly as any other branch is taught. It is not exactly settled in the minds of most people what is meant by the word religion; although to the average teacher in America it means the creeds and catechisms of some sect. In England it has a different signification, viz: the peculiar dogmas and methods of the Established Church. There, in the public schools, there is public catechising and the regular preparation of children for confirmation. Lessons are given which combine precepts concerning worship, and faith, and work, lessons of the Prayer Book, the catechism, and the creeds; annual examinations are required on prescribed portions of Scripture. Such a course as this is considered by the Church of England necessary in order to give religious instruction efficiency and power. The time will be far distant when such a course will be possible in this country. But, after all, is it possible to teach what we understand religion to be by general statements? Is the Catholic Church right in insisting that it is impossible to teach religion without the teaching of the church? The prelates of this body declare that there can be no religious teaching, excepting as it is authorized by the one divinely appointed Church and under the direction of her authorized ministers. Now, we are not to discuss this question, but it is because "religious" teaching is not found in our public schools that many Roman Catholics recommend that all Catholic children should be taken from them and sent to their own schools; that it would be better even for children to grow up without a knowledge of the three R's than, having that knowledge, not to know what the church teaches; that there is no way to bring up a child in the way he should go excepting by and through the means divinely appointed, and that these means are committed to the one Apostolic church.

We think we have stated this important question fairly. Now, it is safe to say that, in a country like ours, it will be impossible to harmonize all sentiments. It is safe to say that there must be great liberty given in our public schools in reference to all questions that are subjects of differences of opinion by those who support them. It has been urged that the public school funds should be divided among the various denominations. Such a division would be attended with great difficulty. We believe there is no body of men in this country who would dare undertake the job. The large bodies of Christians might be satisfied, but what should be done

with the other large number, outside of all sects; and then what should be done with the schools in sparsely settled neighborhoods, as on the prairies of the West or among the mountains of our country? If denominational religious teaching is to be enforced by public law, it seems to us very evident that the whole public school system would be destroyed. In other words, a law that would enforce the teaching of denominational religion would, in fact, enforce also the closing of our schools. This is as it seems to us. If any of our readers can find a way out of the difficulty we should be very much obliged to them to give us the light of their conclusions. In the meantime we leave the question to our readers as one of the most unsettled and difficult problems in connection with the educational work in our country.

WHEN a public school system falls into the hands of a party, and it has a firm grip upon it, the outlook is not very cheerful. In several cities of our country the management of school affairs is in the hands of politicians. It is reported that this is the case in St. Louis. We do not know what the facts are, and should like to be informed in reference to the truth; but, if it be true that the St. Louis schools are conducted by means of secret associations, of committees, private council, and political manipulations, as is charged, we are afraid that that city is going to the educational dogs. If there is anything politicians should let alone in this country it is the public schools. We very well know that in Rochester, this state, for example, and also in Buffalo, as well as in Elmira, school superintendents have been elected for many years by strict party votes. It is true that a very excellent physician, and man of intelligence and culture, but who was not a teacher, was elected, and we think serves now as superintendent of the schools of Elmira. It so happens that a very excellent man, Dr. Ellis, has been for several years superintendent of the Rochester schools, and we think that Dr. Ellis was elected by the strict party vote, and that he took the place, as a Republican, of the Democrat who preceded him. Now, we are certain that Dr. Ellis has been very much hampered by this circumstance, and we are also certain that the schools of Rochester to-day would be far better off than they are in affairs then had been different. It is very pleasing for parties and cliques to feather their nests by plundering the public, but it is death and destruction to a school system for them to do so. Whenever any city comes under the rule of any one party, or set of men, who are not actuated by high educational and philanthropic motives, the hands of the clock of progress steadily move backward and not forward. We have in this no special reference to either Buffalo, or Rochester, or Elmira, and yet in a general way we have, and while we bring no charges against any individuals in these prosperous cities we are free to confess that for many years we have deplored the fact that the schools of these cities could not be lifted out of the clutches of the politicians who seemed to have them pretty firmly within their grasp. It is a dangerous thing for a party to attempt to manipulate a system. The issues are too momentous, and the results too fearful. It would be suicidal for the owner of a building to tear down the edifice for the sake of obtaining a few valuable stones in its foundation. He might get a large price for these stones, but his loss would far out-balance his gain: so when any party manages a school system for its own personal interests it is taking the direct means to destroy the entire superstructure of our civilization, from which we gain all our wealth and prosperity, for the purpose of getting an insignificant gain that will be worth little when the general intelligence of the people is destroyed.

MINUTENESS OF DETAIL.

The principal in a neighboring city remarked to us the other day, that since their new course of study was adopted, there seemed to be little left for the principal to do except to lay out the work more minutely than was indicated by the board of education. The directions in reference to work required are now so minutely designated that even the most unintelligent teacher can have little doubt as to what she is expected to do. It is this feature in all graded school work concerning which we have so much to say, and concerning which we have more to say in the future. What we desire to see is more freedom left to the individual teacher, while the general work which is to be accomplished is designated. There can be no doubt at all that President Eliot is right in insisting that we have added so much to our course of study that it is likely to fall by its own weight. In a factory where certain mechanical results are to be expected, little discretion can be left to the mechanic; he is to do what he is told to do, and he is to do it in a certain way, and in no other way. A year or two ago we visited a large factory in Connecticut, in which spool thread was made. The whole building was cheerful with light, and everything seemed to be as clean as a good housekeeper's kitchen. But the workmen at the looms seemed to have in their countenances almost no intelligence, and as we watched one woman, it was seen that her movements were almost as automatic as the machine over which she presided. Day after day, and we doubt not, year after year, she had been accustomed to go through the same movements, and in the same way. What could be more repressing to the human intellect? Not only did it permit of no growth, but it actually repressed growth; not only was there no freedom of invention and choice, but there was a repression of all freedom of invention and choice. Now, when our school systems minutely designate what is to be taught to-day, and what to-morrow, so that year after year, the teacher is left no discretion, only to go over and over again the same routine, what can we expect but automatic work; and this we find the result. How many teachers, in a system like New York City, take educational papers and read them? How many of them buy a half dozen new educational books every year, and study them? A careful examination of the facts in this case, would prove that but a small proportion are educational students in any sense, and but a still smaller proportion have a thorough and exhaustive knowledge of educational methods and practice. It is to overturn this state of things that the SCHOOL JOURNAL is laboring with might and main; it is to bring in a day when teaching shall be considered an intelligent profession, and not a mere vocation to be undertaken by almost any one who is able to pass the requisite examination in the knowledge of the three R's.

THE ELEMENTS OF RESPECT.

When teachers are not respected by the people generally it is their own fault. During the past summer we had occasion to notice with what derision the word "school-ma'am" was pronounced and used in many papers; how much fun is made of her! She has been, and is to-day to a great extent the butt of ridicule. Now we have a large number of most excellent women who are engaged in the work of education; women whose whole lives are conscientiously devoted to the elevation of the rising generation, women of intelligence, sweetness and light, whose cheerful countenances enliven any circle where they are found, and whose large hearts, generous natures, are the ornaments of our race. Such teachers as these are godlike; they redeem humanity of many of its follies and sins. But while these few are recognized, what shall we say of the large mass of girls, and even women who are engaged in the work of teaching? Judge them yourselves. Teachers look around you, and what is your verdict? Said a principal to us the other day, "What can I do when each year I have thrust upon me, three or four frivolous girls whom I am expected to make into capable teachers. I have no choice in reference to their coming; without my consent or knowledge they are put into my building, and I am to place them over classes, or in charge of certain rooms. If after a few years of labor, I have succeeded in giving them some educational enthusiasm, and some genuine love for the work, they are picked up, and leave me, and another set take their place, and so it has been for years, and so I suppose it will be for years to come." But is it necessary that this state of things should con-

tinue? We affirm that the fault is with the teachers themselves more than with the people. The most patient being on earth is the ordinary principal, who hardly dares to state his political opinions. He only suggests to his board, what he would like. The instances are rare of principals who rule their own board, and dictate in reference to the appointment of their own teachers, into whose hands the board commits entirely the management of the school, and follows his wishes explicitly as to the number and character of the teachers under him, as well as the amount of the work he is to do. When the time comes that principals are trusted as to the management of their own schools, and the appointment of their own assistant teachers, then the time will come when we shall have a better state of things—and not until then.

NEW YORK STATE EXAMINATION QUESTIONS.
A SUGGESTION.

Our readers are familiar with what these are, a full list of them, last prepared, having been published in the JOURNAL of September 1. In reference to those that may be prepared for another year, we would suggest that the following topics be added:

1. The history of educational progress, ancient and modern.
2. The science of education, with special reference to the growth of the mind of the child and the adaptation of forces to promote its healthy development.
3. The science of method or the fundamental principles underlying the teaching of the various branches—what these are and why?
4. Ethics.

It will be noticed that these subjects are, to a great extent, ignored in the last list. There were a few general questions under "School Economy," such as any teacher of reasonable intelligence ought to answer without much study, but this was all there was that could be called, in any sense, professional. It may be said that teachers must have a thorough knowledge of eight fundamental branches, and a general knowledge of the thirteen other. This is all right, and the more thorough the questions are on these branches, provided they are fair, the better will thinking teachers be pleased. During the last three years there has grown up an increased respect for this examination. There was a time when the best teachers of the state did not value it very highly, and for good reasons. But under the present administration the whole work of examination has been lifted up materially into a plane much above what it ever has been before. Now can it not be lifted a little higher? Those teachers passing this examination are endorsed by the state of New York as professional. In character they stand somewhat in the same relation to other professions as lawyers and doctors and ministers do. But it must be confessed that if all those who have recently passed their examinations and received state certificates were recalled and thoroughly inspected in reference to their knowledge of the four topics mentioned, there would be many failures. I think no one conversant with the facts in the case will doubt this statement. Are not the four topics mentioned important? It may be said that the ordinary teacher does not need to be thoroughly informed in reference to them. But these teachers who hold state certificates are not ordinary teachers—they are extraordinary; they stand above the commissioners and normal school presidents, and by the authority of the state of New York they ought to be required to pass additional tests.

It may be answered that there will not be time enough within the limits of one week to pass a thorough examination on the branches already laid down, and also the branches I have mentioned. In answer to this we would ask whether some way be devised by which those who apply for a state certificate shall first hold a first grade certificate, and be excused from passing an examination in *arithmetic, history, geography, and grammar*? It seems to us that these, as well as *spelling and writing*, might be left to commissioners. If the state examinations, now conducted under official management are properly graded, there would be nothing lost in supposing that those who hold first class certificates are well prepared on the branches mentioned. This would leave more time for the consideration of those professional subjects that should be understood by all who undertake the work of teaching for life. No teacher in the state of New York will say that the study of educational history, psychology, mind growth, methodology, and ethics is unimportant. In fact, that such men as Dr. Anderson, of Rochester, Dr. McVicar, now of Montreal, but formerly of this state, Dr. Hunter, of the normal col-

lege of this city, will say that these subjects are of great importance, and that when the state undertakes to license teachers for life, they should not omit their consideration. The way is now clear to make a very important advance in the direction indicated. Nothing would stimulate the study of the science of education in all of its various departments and applications as the introduction of thorough examinations on the branches mentioned. We hope that this subject will receive serious consideration.

MR. T. SHINODA, one of the instructors of the High Normal School of Japan, lately visited this office. He is here to study education, and will spend three years. He is taking lectures at Johns Hopkins University, and works in the normal school. It is in Mr. Shinoda's school that Mrs. Straight is employed—salary \$300 per month. He says there is one high normal school, and 45 common normal schools. Graduates of the latter get \$15 to \$30 per month. There is a kindergarten, and manual training is finding its way.

THIS story is told of Professor Butler, of the Wisconsin State University, who is an earnest advocate of healthy out-of-door exercise for persons of sedentary habits, and who in one of his classes a few years ago took occasion to impress upon the students under him the necessity of securing plenty of pure air. In the course of his talk he declared that a walk around Lake Mendota would not be too great a strain on the muscles. To prove the truth of his statement and set an example for his students, the professor set out one day to encircle the lake on foot. The distance was greater than he had supposed, and when he was near the insane hospital his legs had become so swollen that he could not proceed further. He therefore seated himself on the ground and elevated his feet on the fence, to reduce the swelling. While he was in this position two men drove up in a wagon, and after a brief whispered consultation, one of them said: "That's him; he must be a crazy man." And Professor Butler was bundled into the wagon and taken to the insane hospital as an escaped patient.

"Oh, that way of teaching would not leave a thing in a pupil's mind!" This was said by a teacher in a New York public school, referring to the New Education. We do not complain of conservatism in any one, but of ignorance on the part of teachers; it is our duty to complain. This teacher ought to know that of all forms of education the New Education is the most productive; not, we will admit, of those things wrongly put upon youth to learn, who are helpless and cannot defend themselves; things useless, and things harmful because they take up the time that might be spent on better things. This brings up that important question, What are the important things for a child to learn year by year? This is by no means a settled question. It may not be possible ever to settle it completely. Let us say to every teacher who has a course of study to follow, "That does not release you from the duty of thinking; you must debate in your mind whether those things in your course are the best. If you come to the conclusion that a better course can be devised it is your duty to say so."

A LETTER AND A REPLY.

This is a sample of many letters we receive:

"Enclosed find circular of ——. We are giving publishers an opportunity to send any books they may wish, and thus advertise them; they will be placed on the list, and from them selections will be made. Books on the history of education, mental and moral science, etc., will be very gratefully received, etc."

We do not give away our books, we sell them. We hope this institution does not give away board and lodging, nor the services of its teachers. Let the business side of life be a business side. We suppose the publishers of this city receive daily many such applications; they are disgusted with them. Why should not Mr. Thurber be asked for barrels of flour and sugar? Books are articles of merchandise. We hope the time will come when there will be no begging for books by teachers that are paid for their services.

(E. L. K. & Co.)

MR. W. D. POWELL, Stanton Depot, Tenn., writes: "How to Keep Order," in the JOURNAL for Sept. 29, has done me good and I thank you for it. I have often had occasion to thank you for substantial benefits derived from your columns. By your sound good sense and practical way of putting things, you are doing

much toward making us honest, sincere, and thorough in our work. When I read your forcible editorials, I am conscious of being a stronger man and a better teacher. I am indebted to the JOURNAL, not only for advancement in my position, but for an inward manliness that will aid me in any position to which I may rise.

CHARLES M. CARTER, lately of the Mass. state normal art school, and for a time acting agent of the Mass. state board of education is at present residing at Denver, Colorado. He will do excellent work in that enterprising state. The *Boston Herald* recently said of him. "Mr. Carter is a young man, but has the air of a close student and hard worker, whose whole heart and soul was in his work—as if, in fact, he had a mission and was bound to fulfill it. It is not easy to calculate the vast results to the country and to mankind that may come from his intelligent and well directed labors." Mr. Carter's article in the Sept. *Century* on "The Industrial Idea in Education" has attracted considerable attention.

THE annual meeting of the CONNECTICUT STATE TEACHERS' ASSOCIATION, C. L. Ames, President, will be held at Hartford, October 18, 19, 20. The evening addresses will be given by Hon. James W. Patterson, of Concord, N. H., and Col. Thomas Wentworth Higginson, of Boston. On Friday morning, the association will meet in four sections. The high school and grammar, the ungraded, and the primary. At this time there will be addresses by some of the most successful teachers of the state, upon topics closely connected with the practical work of the school-room. Discussions will follow each paper. Friday afternoon, addresses will be given by Dr. Jerome Allen, editor of SCHOOL JOURNAL, Hon. A. S. Draper, superintendent department of public instruction, New York, and by Principal Walter S. Parker, of Boston. On Saturday morning, there will be addresses by Connecticut teachers, and by Thomas M. Balliet, superintendent of schools, Springfield, Mass. More than thirty educators have consented to speak. A great variety of subjects will be presented and discussed. A large and profitable meeting is expected.

MR. LEIGH R. HUNT, Principal of the Troy High School, N. Y., says: Let me thank you for printing "HOW TO KEEP ORDER" as a supplement to the JOURNAL of Sept. 20. The teachers who cannot be helped by the book are few indeed.

WILL our subscribers who are in arrears kindly make their settlements as promptly as possible. Bills have been sent recently to all whose subscriptions are due. We are glad to allow our subscribers a reasonable time in which to pay, but they should remember that promptness in this matter is very desirable. Clerks, printers, and post-office have to be paid every week—no pay, no paper—and the publishers look to their subscribers. Are you sure your paper is paid for to date? If not sure, look at your label on the wrapper, and remit as soon as next pay day comes.

THE receipts of the twenty-six Paris theatres last year were about \$3,500,000 which was a decrease of \$350,000 from the previous year. This is a large sum to be spent for mere pleasure, but the Parisians are notably a pleasure-loving people. It is also a fact that they spend large sums on fine benevolent institutions and schools.

WHAT IS MUSIC?

The *London Schoolmaster* says that a clever French lady has put a "poser" to the musical editor of the *Revue Internationale* by asking him to enlighten her on the question as to what music really is. M. Cometant, evidently somewhat taken aback, but very anxious to give a satisfactory answer, has gone to philosophers and musicians, ancient and modern, and put their answers at the lady's disposal, but the poets and sages are no more agreed on this subject than they were, and are on Pilate's pathetic question, "What is truth?" or on that which has almost as frequently been asked, "What is time?" Plato, with godlike calm, says "the whole universe is music, for everything in it is order and harmony." To Victor Hugo, it is nothing out a masque which disfigures good and does not hide bad poetry. Foller holds that music is the poetry of sounds, as poetry is the music of words. According to Wagner's theory it is the art of singing words, and a speaking in sounds which express that which is other-

wise inexpressible. These are a few of the more interesting answers which fill five pages of the *Revue*, but among which we are surprised at looking in vain for Schopenhauer's definition, that "music is arithmetic come to life."

INDUSTRIAL EDUCATION.

By Hon. B. G. NORTHROP.

The speech of Mayor Hewitt at the opening of the American Institute Fair last week is another proof of the growing public sentiment in favor of industrial education. A brief epitome of his admirable speech will interest your readers.

This being its fifty-seventh annual fair the mayor called attention to the progress of this city in education, art, science, and civilization during this period. The decadence of the old system of apprenticeship creates a new and imperative demand for industrial education. In addition to the study of books, every scholar should learn to do something with his own hands. The utter helplessness of so many graduates in practical life is pitiable. Manual training favors self-reliance, thrift, and prosperity. He pledged his influence in favor of industrial education. The development and growth of the city and of the nation depend on skilled industry. Our fathers were workers. What vast progress has been made during the last fifty-seven years in all the industries represented in this fair, so that the pauper of to-day is better clothed, better housed, and better fed than were our ancestors a hundred years ago! If the inventions, made possible by education, should all be obliterated, what a world this would be! We can hardly estimate the saving which inventions have made possible. It now costs only one-fifth of what it did twenty years ago to move a ton of freight one mile by railroad, so that the saving in this respect was last year \$600,000,000. The actual existing wealth of the world would be covered by the saving which had been made possible by the inventions of Bessemer alone.

Individual liberty is the basis of modern wealth and civilization. Whoever seeks to fetter the right of man to control his own labor and brains is an enemy of civilization. But the right of association also lies at the foundation of our industrial structure. Hence men join together to accomplish results that would be impossible to individuals. It is the abuse of association only which develops into wrong. "So long as there is breath in my body, I will condemn the excesses of labor organizations, which must not be used as a club, nor as a means of boycotting people into starvation, and I will equally condemn the improper organization of capital."

THE UNIVERSITY SCHOOL OF PEDAGOGY.

This department of the University of the City of New York, opened Oct. 4, at 4 P. M., with remarks by Vice chancellor MacCracken, Dr. Nicholas Murray Butler, Dr. E. D. Shimer, Professor Stoddard, and Dr. Jerome Allen. About 150 teachers were present and most of them will become members of one of the classes. It is definitely determined that those who complete the course prescribed shall receive university recognition, and several may be able to get this honor at the commencement in June next.

MEMORY AND ITS DOCTORS AGAIN.

In our article, published in the JOURNAL August 25, on "Memory and its Doctors," we did not state that Loisetette claimed to have discovered laws, but that he had made special applications of well known principles which he saw fit to cover up under the pledge of secrecy, and we denounced this as unprofessional. If Loisetette has something that the world ought to know, let him go before our institutes and associations. Let him be well paid for his lectures, but let him give the benefit of his "discoveries" to the entire world. Nothing new has been discovered in reference to the laws governing memory. The psychologists, for the past one hundred years, have given to the world many effective methods for training the memory, and the circular sent to us, referred to in the letter, advertises nothing new, for its author can do no more than suggest to his pupils some course they ought to take so as to improve the memory. And this course must be essentially the same as Loisetette uses, and as Locke used, or as McCosh suggests, or as Watts in his treatise on the mind indicates, or as hundreds of others have outlined. We hope we shall never be the means of inducing teachers to pay \$3, or \$10, or \$12, for lessons under the pledge that they will not, on honor,

teach or reveal the system for five years. There is a look about this whole affair we do not like. It is of the quack order. It reminds us of advertisements of patent medicines guaranteeing to cure all the ills that flesh is heir to. After reading one of these advertisements in our daily papers, we wonder that there should be any funerals in this world. If only half that is claimed of these patent medicines could be substantiated, it would be the duty of benevolent societies, and even the government itself, to undertake to force the people to take the nostrums. How much of life could be preserved; How much of sickness prevented, and how would the world rejoice. But there is no royal road. Let our readers settle it once for all, that in training the mind, they throw away their money if they pay to anybody, anything beyond the ordinary tuition for the purpose of disciplining their minds. Let us have education as free as the air we breathe or the water we drink, subjected only to the necessary rules and laws incident in educating the forces of life. Let us not shut up learning, or pretend that we have a way that we cannot tell; which others have not. Let us be open as the sunlight, in all that will elevate humanity, or promote the joy and happiness of the world in which we live. So shall we live to some purpose.

A LIVE STUDY OF A VERY IMPORTANT SUBJECT.

Notice the growth of an infant's mind. By means of what does it grow? It kicks its feet, thrusts out its hands, watches things with its eyes, and tastes with its mouth. *It has no means of getting perceptions except through its senses.* Yesterday it tasted something in a spoon it did not like; to-day it refused to take anything from that spoon. *It has memory founded on association,* for it associated with the spoon what it remembered the spoon held yesterday. *It has the power of judgment,* for it formed the conclusion that since the spoon held something it didn't like yesterday, it will hold something it doesn't like to-day. *It has no power of generalization.* If it had it would know that there are many spoons, and that since these spoons hold many things, it is by no means likely that the spoon presented to-day holds the same thing that another spoon did yesterday. It cannot comprehend the doctrine of probabilities in which the process of generalization is founded.

LAWS.

1. The first faculties to be trained are perception and memory, therefore the subjects of a child's study should be selected on account of their influence on the development of the faculties of perception and memory.
2. Words are not things. Words cannot develop sense perception or memory; therefore, words should not be studied until the mind is somewhat fully developed.
3. The correct use of words in describing things looked at, and things remembered to have been examined, is most important. But it must be remembered that words are used in all elementary work, only for the purpose of describing things seen, or remembered, or imagined to have been seen.

Remark.—The habit of studying words before things cultivates the most pernicious habit of talking without saying anything. Nothing is more contrary to the order of nature in educating a child. The reason we have so many talkers and so few thinkers is because their education has been directed to the study of words, and not to things.

Notice the young child examining something in which it takes an interest. The language it uses in trying to describe what it sees is very imperfect. It feels the need of more words. This is just what he ought to feel the need of. *Words are useless things unless we have need of them in telling what we think. Language should not be driven into a child, but brought out of him.*

Reading, writing, and arithmetic are of no use unless they are the means of expressing objects of thought.

Teachers make children read what they do not understand, or in other words, what are not expressions of objects of thought; what kind of reading is it? *No reading at all!* Only mouthing words—dead, meaningless words! In consequence, notice sing-song tones, meaningless emphasis, listless expressions. There is no life because there is no thought.

A child rushes up to its sister and says in most natural tones, and with perfect emphasis: "Mary do come quick and see this funny old man!" She reads in her reader the same morning; with no emphasis, and most squeaky voice, "I—see—the—old—man." Why the difference? In the one case she read what was the expression of an object of thought, in the other case she had no object of

thought and did not read. It is for this reason that much that goes under the name of reading in our schools is not reading at all. Grammar, rhetoric, punctuation, style, all come spontaneously in an educational course of study. Let us see.

When the child says: "I don't like horrid old toads," she knows "that about which something is said," or the subject. She knows "that which is said about the subject," or the predicate. She knows the name of the animal—the toad, therefore she knows a "noun." She knows that "I" stands in place of her name, so she knows "pronouns." She knows that "old" applies to the toad, so she knows an "adjective." She knows that "horrid" applies to "old," so she knows an "adverb." But why vex the little soul to express all these relations. Her mind cannot grasp all these abstract relations, separate from living, moving, or real objects. This power of generalization and abstraction will come when mature years come. What the teacher wants to do is to stick to real things, and teach everything by their use. Every part of the mind should be exercised. How? We will tell in the next article.

PRACTICAL VALUE OF MANUAL TRAINING.

By DR. EDWARD BROOKS, Phila.

The JOURNAL editor's complimentary reference to my article on manual training seems to indicate that "the manual training men are floored," by a portion of the argument. I hasten to correct this impression. There was no desire to "floor the manual training men," but rather to aid the good work of manual training by presenting what is regarded as an intelligent and philosophical conception of its value.

The value of any branch of study is to be determined from the two standpoints of *utility and culture*. From the standpoint of utility, or practical value, my argument was strongly in favor of manual training. I could have said much more in its favor had not the limits of the article prevented. I regard it as an almost indispensable attainment,—indeed, as a valuable accomplishment,—that every man and woman should have some practical knowledge of the use of tools. I go so far as to say that a woman should know how to use the hammer, saw, hatchet, screw-driver, etc., and that a man should be able to use the needle, thimble, scissors, etc. If this knowledge cannot be acquired in the homes, some provision should be made to afford it in our systems of public education. This was one of my earliest educational convictions, and has frequently been expressed in my lectures and writings.

From the standpoint of mental culture, however, the argument in my article was not so strongly in favor of manual training. The thoughtful educator is forced to admit that the use of tools does not afford a very great degree of mental training. The use of tools does not call into exercise many faculties of the mind, and especially the higher faculties; and nearly all these faculties could be more effectively cultivated by other exercises and studies. This the article admitted in the interest of manual training, that the cause might not be injured by exaggerated and ridiculous claims that tend to mislead the young and prejudice the old against the system.

In regard to my question, "Could Shakespeare have written finer dramas if he had had a manual training course?" you reply, "Could he have written better dramas with two legs?" The temptation to a little pleasantry leads me to remark that having a pair of hands he could not have "written better dramas with two legs." Seriously, however, your question and its answer mixes the two standards of value. Shakespeare's two legs, judged from the standpoint of use value, were of great advantage to him; but those two legs were of very little direct value to him for mental discipline. A man can think as well having one leg as having two legs. The value of his two legs is that of use value, and not of culture value. So manual training may have great use value and very little culture value. The argument for two legs is a very strong one, but this argument is based on their utility, and not on their value for mental discipline. So the argument for manual training may be a very strong one on account of its utility, even if its value as a disciplinary study is comparatively small. To argue in favor of two legs from the mental culture they afford, would be to weaken the argument in favor of two legs. And so I believe that to argue in favor of instruction in the use of tools on account of the great amount of mental discipline it affords, is to weaken the claims of manual training for educational recognition.

I believe that in urging the introduction of manual

training into our schools, we can afford to look the facts squarely in the face. Let us put the demand on the proper basis. If its culture value is small, its practical value is great. We want manual training not for training artisans or mechanics, not because we cannot give proper mental discipline without it, but for the great practical value it will be to men and women in life. This is our strongest argument, and one that will be most readily appreciated. To present claims for it that are unfounded is to weaken our cause and create enemies to it. At the same time, we should arrange the course of instruction so as to get all the mental discipline out of the system that is possible.

ANSWERS.

A few weeks since we addressed the following letter to several persons. Various answers were received, some of which we print below.

"Will you be kind enough to state in a few words your opinion of the effect of manual training on the development of the growing mind as compared with the usual studies pursued in our public schools. In other words, can the same discipline of mind be secured and the same preparation for life obtained from manual training, that is, sewing, drawing, carpentering, iron working, molding, turning, etc., etc., etc., as from the study of the three R's?"

FROM DR. C. M. WOODWARD, WASHINGTON UNIVERSITY, ST. LOUIS.

I reply most willingly, and as briefly as possible. The comparison you ask for between the "effect of manual training," and the effect of the "usual studies," gives color to the idea that the controversy touching manual training is between "sewing, drawing, carpentering, iron-working, molding," etc. on the one hand, and the "usual studies" or the "three R's" on the other.

I know of no such controversy, nor do I believe that any one who knows anything about manual training will admit that there is any such controversy. The only manual training I have advocated, and which I know a great deal about, is given in connection with the "usual studies," and hand in hand with the "three R's."

[Do you not remember how I urged that we should teach "Four R's?" and that the "Fourth R" was 'Ritanship?]

I suppose you really wish me to give a definite answer to this question:—When manual training and the usual studies are combined, is the effect upon mental development and upon that discipline which prepares for the duties and responsibilities of life better than would be the effect of giving the entire attention to the usual studies?

To such a question I answer: Yes, most emphatically. This answer is based upon the observations of many years, and an intimate knowledge of a thousand students whose daily program has included the "usual studies" sandwiched in with shopwork and drawing.

Moreover, I am willing to admit that the mental influence of this combination is more striking and more wholesome than I had expected. I did expect to better prepare the boys to do their work in the world, and to do it better than would have been possible by "usual studies" alone—and in this expectation I have been in no wise disappointed—but I was somewhat unprepared for the general stimulating effect upon intellectual activities, and the decided gain in the way of relish and enthusiasm for work and rational study. If I should attempt to point out the reasons why manual exercises properly conducted conduce to these ends, and why their moral effect upon the development of character is equally beneficial, I should fail to be brief.

FROM SUPT. S. G. LOVE, JAMESTOWN.

If, by the terms of the question you ask, it is proposed to substitute manual training for the duties of the school-room, the study of books, my answer is no! emphatically. And some of the reasons are as follows: viz.

1. They are parts of one whole, and the results of the one for the pupil, are imperfect, unsatisfactory, without the other. The only system that achieves the best development for the children and youth of this age of the world, is the one that combines in a suitable manner, manual training and the studies of the school-room. This truth is now fairly discovered, and it will not, can not, be successfully controverted. As well might the geographer deny the fact that there are two continents on the face of this globe.

2. Place a pupil in the shop or the sewing-room, and he will very soon for himself discover and use the duties of the school-room to aid in the better development of his faculties. The thoughts developed at the bench or sewing table, will naturally seek the companionship of the thoughts of others, for guidance and confirmation. This process of development is natural, and in harmony with all natural laws.

3. It is quite too late to talk about closing up the school-room. The ordinary wants and experiences of life are thronged with the uses and benefits gained by the study of books. The work may be, and indeed should be modified, and changed for the better, but it will not be abandoned.

If, however, the question relates simply "to the effect of manual training, on the development of the growing mind, as compared with the usual studies pursued in our public schools," I have this to say as the outcome of my own experience.

1. Manual training is a greater stimulant to the mental activities than the studies pursued in our public schools. Children and youth engaged in the manual training classes, very soon get to thinking that there is something real, something tangible in the pursuit of an education, which inspires them with confidence and zeal in their daily tasks, both in the school-room, and in the shop and sewing-room.

2. If the duties of the school should be pleasant, agreeable to the pupil, in order that he may drive the greatest benefit therefrom, manual training is to be credited with the power to accomplish that end, in numerous instances. The mental activities aroused in work are carried back to the school duties, and they become tasteful and agreeable.

3. All along down to three or four years since, all through the lower grades, our teachers were compelled to crowd and cram their pupils, in order to get them safely through the Regents' preliminary examinations, but now a large number of the classes pass the examinations too readily. Many are promoted to academic studies too early, before they are old enough to fully appreciate the studies pursued therein, and we have found it necessary to hold them back. And the instructors assure me with entire unanimity that it is due wholly to the introduction of manual training.

4. In the mind of the ordinary child or youth, knowledge of itself has but small commercial value; while the boy who pitches the swiftest, most varied curves, or who does the best work in the shop, and the girl who stands at the head of the cooking class, are envied champions. So the ability to do good work is generally recognized as of chief importance in those schools in which manual training has become well established.

We are doing as we have done in manual training, adding to our facilities and improving upon our former work. We now have a master mechanic in charge of the shop, and the boys take drawing in connection with their work in the shop. We hope during the year to commence work on brass and iron. Interest in the work grows continually.

In the girls' department we have a first class instructor with an assistant, who have all they can do, carrying forward all the grades of work.

The printing department is also doing full work, with an experienced sub-foreman.

Every one here seems well pleased with manual training as an educational force, and we are patiently waiting the enactment of a law permitting us to enlarge our plan to the full capacity and requirements of the schools. It has become a regular feature of the schools, and is provided for in the same way as the other departments and no one makes objection. The manual training department takes care of itself, the same as the other departments, while I devote a little time to main features.

Last year I gave some attention to organizing a teachers' training class. It had become evident to me that we must prepare teachers both for our own schools and others. So I have this time perfected the organization and the class is at work. I refer you to page 27 of our annual report sent accompanying this.

I have also just set in operation a Jamestown city public school savings fund. The object of this is to teach the pupils how to save money, and invest it for future use. I laid the scheme before the board and it met with their approval. So I am at work with it and fully believe that it will prove very useful, and help to make the right kind of men and women. I have a few topics in mind, which I hope to discuss for the columns of the JOURNAL, if I can command the time a little later on.

WHAT SUPT. RANDALL SPAULDING, OF MONTCLAIR, N. J., SAYS:

The reasons for manual training lie in my mind somewhat as follows:

Our control of the material world is chiefly through the hand and the eye; hence the judgment should become habituated to act through these instruments. We have given the matter little attention heretofore, but it is true that the mind and the hand are admirably trained together in the holding of the book, in the use of the pen and pencil, and in other school-room exercises; yet these exercises seem to me to be insufficient for training a child to a complete mastery of his material environment. Teachers find daily evidence that children are dealing with mere words, which signify to them no clear conception. Much may be done to remedy this by permitting the child to deal more with material objects, to embody his thoughts clearly and definitely in material forms.

Perhaps no single exercise for this purpose is superior to drawing. Modeling should, however, precede, since construction is, both manually and mentally easier than representation. But a complete discipline requires other occupations than drawing. Joinery, turning, carving, cooking, and sewing, afford a constantly varied exercise and training of the practical judgment. They assist greatly in teaching accuracy, self-control, patience, and a proper confidence in one's judgment.

I would not compare manual training with the usual studies pursued in our public schools.

Memory, reason, and power of observation must be cultivated through language, history, mathematics, and science; but the training of sight, touch, and muscular sense, in conjunction with the special mental activities involved, is also essential to an all-round discipline for the work of life.

Well, this is growing to be a pretty long "opinion," and this seems to be a good place to put in a period.

WHAT WILLIAM M. GIFFIN, OF NEWARK, N. J., SAYS:

Had you asked me your "Manual Training question" a few years ago, I should unhesitatingly replied in the negative. My views as to what constitutes an education have materially changed during the past few years. Perhaps, you will understand me better when I say,—Were I a young man, given my choice of a systematic manual training, or a thorough drill in the three "R's," and could have but one, I should take the manual training. Because, through the manual training I might eventually gain a knowledge of the three "R's." While, on the other hand, all the "R's" in the universe would be of but little service in acquiring the manual training.

I have always been glad that I spent nearly three years learning the miller's trade. I think it made a man of me. I may some day become an old fogey. I feel, however, that this practical experience in early life will tend to prolong the day.

WHAT MR. H. H. BELFIELD, DIRECTOR OF THE CHICAGO MANUAL TRAINING SCHOOL, SAYS:

In reply to your letter just received, in which you ask my opinion in regard to the discipline obtainable from manual training compared with that derived from the study of the three R's, I would say briefly:—There is a mental discipline in the study, and practice of drawing, carpentering, etc. I am inclined to believe that there is as much as in the study of the three R's, if the manual work is properly taught. But, as I said years ago, to substitute manual work for regular school work would be a step backward. I do not believe that "the same preparation for life" can be obtained from shop work, and if a boy of nine had to choose between the three R's and carpentering, I should not hesitate a moment to decide in favor of the former.

I believe that the shop work, when properly taught, supplements the purely intellectual training, and has an educational and an industrial value.

WHAT SUPT. USHER W. CUTTS, OF ORANGE, N. J. SAYS:

The kindergarten was opposed a few years ago by a majority of those connected with public school instruction in this country; but now its value is recognized by the best educators, and many of its principles are adopted as a part of the course in most primary schools. Manual training is a continuation of the kindergarten method, carried along into more advanced classes. It means more intelligence and more education. It deals with fact, as well as with theory; with the concrete, and not merely the abstract. A recent writer upon the

subject says: "The difference in effects upon the mental and moral nature between purely mental training, and mental and manual training combined, is susceptible of logical explanation. It is only in things that the truth stands clearly revealed, and only in things that the false is sure of exposure. Hence exclusively mental training stops far short of the objective point of true education. . . . Ideas are mere vain speculations until they are embodied in things."

Manual training has been adopted as a part of the course in the public schools of New Haven, Boston, Baltimore, Cleveland, Omaha, San Francisco, and in Hoboken and Montclair, in our own state. In New York City sewing is already taught in the girls' primary schools, and careful investigation is being made with a view of extending the manual methods into the boys' grammar schools.

The true idea is not to make the public schools mere trade schools, but to adopt manual training as one part of the course, for a symmetrical development of the individual. Heart, head, and hand must be taught together. Certain principles may be regarded as settled in the matter. The public schools are not to be made mere industrial or trade schools. They should aim to give the best possible training in preparation for the future duties and welfare of the pupil. The training must not be one-sided, that the best results may be secured. By a judicious course of manual training in connection with other studies, the intellect is strengthened; the pupil is taught to use hand and eye intelligently, and is better prepared to enter upon any business or profession after leaving school, and a respect for the dignity of labor is inculcated. In our own schools industrial drawing has been introduced with decided benefit. I trust the day is not far distant when manual training will follow.

WHAT SUPERINTENDENT DUTTON THINKS:

Supt. Dutton, of the New Haven city schools, is an earnest advocate of manual training. He believes that drawing, wood working, sewing, and cooking, are valuable in two ways, (1) for mental discipline, and (2) for practical utility: it is not difficult to justify them on the score of practical utility, but he believes that they can be defended on educational grounds as well. He says, that during one period in the history of American schools anything was promoted but what was immediately useful. That time has passed. It is now universally conceded that if the useful arts can be taught so systematically as to train and discipline the highest powers of mind and character, there is no sound reason for neglecting them. He also believes that this training and discipline, through the practice of the manual arts in our public schools, can be accomplished. Still, we must admit, that we cannot yet determine how much mental discipline there is in cooking and sewing. We do certainly admit that we have much to learn, as Mr. Dutton says, and much to accomplish before we have a perfect and complete school system. There is no question but the mental discipline gotten from drawing, kindergarten work, and wood working, properly taught, is of a very high order, equal to anything that ever has been introduced into our public schools.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

LETTER EXERCISES AND SUBJECTS.

The following exercises in letter writing were prepared for the lowest class in the high school, New Haven, Conn., but some of them may be suggestive to teachers of other grades.

FIVE-MINUTE EXERCISES.

1. Write a note to a relative or a friend, returning thanks for a present which he has just sent to you.
2. Write a letter, renewing your subscription to "The Youth's Companion," "Wide Awake," or "St. Nicholas." Tell how much money you inclose and in what form.
3. Write a formal note in the name of your mother, inviting your teacher to take tea at your home. Name the day and hour.
4. Write an informal note inviting a friend to take a ride with you. Appoint the time or leave it to your friend's convenience.
5. Write to a school friend who has met with an accident or an affliction. Express your sympathy and offer your help.

6. Write an informal note congratulating a friend on his having won a prize at school.

7. Write to Messrs. Houghton, Mifflin & Co., Boston, Mass., ordering one of the "Atlantic" Portraits for your school-room.

8. Write a Christmas greeting to an absent friend.

9. Order from James Vick, Rochester, N. Y., flower seeds, bulbs, etc., making a list of the varieties which you wish to purchase.

10. Write to a bookseller, ordering a list of books.

11. Write a note requesting an interview. State clearly the time and place.

12. Write to the publisher of a daily or weekly newspaper, asking him to discontinue sending the paper to you.

13. Write to a merchant in another city, asking for samples and prices of goods.

14. Write a formal note inviting an acquaintance to a social gathering at your home.

15. Write a formal note accepting an invitation to dinner.

16. Decline an invitation to accompany a friend to a concert.

17. Write an informal note to a friend in a distant town, inviting him or her to make you a visit.

18. Write an informal note announcing some good news.

19. Write a note to accompany a Christmas gift which you send to a friend.

20. Write a note asking a person to contribute money to some good cause.

21. Write to some noted man, asking for his autograph.

22. Write a note of congratulation to some American author, on his birthday.

23. Write a note asking a stranger to exchange with you stamps, coins, or curiosities.

24. Write a note commending some book which you have recently read.

25. Apply for a situation as clerk, book-keeper, or teacher. State briefly your qualifications.

26. Write an informal note asking a school friend to join you in an excursion of some kind.

27. Write a note of apology to your teacher, for some thoughtless act.

28. Write a note from a father asking the teacher to excuse his son's absence from school.

NOTE:—Do not write:—

Please excuse my son's absence yesterday. He had the tooth-ache, and oblige
MR. BLANK

29. Write a note to some person of influence, asking for a recommendation with a view to obtaining a situation.

30. Write a note to a business man, introducing a friend who is a stranger in the city.

SUBJECTS FOR LETTERS.

1. An answer to an advertisement for a clerk or a teacher. State your qualifications and experience, and the salary which you expect. Give references.
2. Write to your father, supposing him to be away from home. Tell him all the home news.
3. A vacation letter, describing the place where you are supposed to be visiting and the persons whom you meet. Tell what you do and think.
4. A series of short letters from a boy or girl away at boarding school. These may take the form of a diary for one week, if you choose.
5. A letter purporting to be from a grandfather or grandmother to their grand children, giving some account of "the days when I was young."
6. Describe a real or an imaginary voyage across the Atlantic.
7. Write letters from various interesting places: for example, Rome, Venice, Athens, Jerusalem, Alaska, Brazil, Nineveh, India, China, Mexico.
8. Give an account of a visit to the poet Whittier.
9. Write an account of a visit to "Sunnyside" and the grave of Irving.
10. Write about a visit to Cambridge, to the homes of Lowell and Longfellow, the site of Holmes' birth-place, Harvard College, the Washington Elm, Longfellow's grave, etc.
11. A visit to Concord, to the haunts of Hawthorne, Emerson, and Thoreau.
12. A visit to the White Mountains; the Great Stone Face; the Willer House, etc.
13. Write a letter to a little child, in such language as a child would understand.
14. A letter purporting to be from a dog or a cat to his master or mistress.

15. A letter purporting to be from an aged doll.
16. A confidential letter from a child to Santa Claus.
17. A reply from Santa Claus.
18. A letter from Ichabod Crane, giving his opinion of Katrina's treatment of him, and relating his adventures after leaving Sleepy Hollow.
19. A letter sealed in a bottle washed up by the sea.
20. Write to the school committee, suggesting improvements that might be made in the school building.
21. A letter purporting to come from a person living on another planet.
22. A letter dropped from a balloon.
23. Letters found in strange hiding-places; a secret drawer; an old trunk; a ginger jar; a hollow tree-trunk; the lining of an old coat or dress.
24. Write to a teacher, explaining the method of studying English which is used in your school and telling what you think are its advantages.
25. Write to a friend announcing the death of Longfellow and giving an account of the funeral.

New Haven Report, 1888.

LANGUAGE.

Directions given in the Philadelphia Normal School by Miss Mary Wright, teacher of methods, together with extracts from the manual of the course of instruction.

NOTE.—The first is a summary of the subject which has been fully developed and discussed in class, and practiced by the students in the training school.

In the *First Grade* the language lessons are almost entirely oral, the only slate exercises being the copying of little sentences put upon the board by the teacher. Sentences from the reading lessons, oral language, and object lessons are used for the purpose.

The oral lessons are simple and conversational. Pupils are encouraged to talk freely and in complete sentences. Strive to cultivate the habit of correct speech.

In the *Second Grade* written exercises founded upon oral lessons are introduced. At first the children—as before—copy sentences derived from other lessons and placed upon the board by the teacher. Follow this up by requiring them to write short, simple sentences about an interesting object or picture placed before them, and which has been talked about in the class. Help them at first by questions, or in some other way suggesting the language to be used. Later in the term new objects or pictures may be given occasionally for this exercise.

In the *Third and Fourth Grades* oral language lessons continue. Written exercises usually follow and are founded upon oral. Ideas and words not developed in the oral lessons must not be expected in the written. The teacher continues to help the pupils when necessary by questions, etc.

Other written exercises are required in these grades whose purpose it is to train the pupils in the correct use of certain words and forms of speech liable to be misapplied, the proper construction and punctuation of sentences, etc. The simple letter form is taught in the *Fourth grade*, placed upon the board, and copied by the children.

In the *Fifth, Sixth, Seventh, and Eighth grades*, exercises founded upon oral lessons are continued and the various forms of sentences—statement, question, exclamation, command—are taught orally at first.

Sentences placed upon the board, and others from the reader are copied by the children for practice. Later they are required to write original questions, statements, etc.,—from objects, pictures, etc.

Letter writing in all its stages is taught from models placed upon the board. Take the letter gradually, one step at a time; first, the heading; next, the salutation, etc. Teach only one letter form at first, and that the simplest. From this as a foundation lead on to other forms. In teaching the address of the envelope, always mark the place for the stamp.

The child learns to punctuate by copying correctly punctuated sentences, his attention being called to the uses of the various marks.

Definitions of parts of speech, rules for forming plurals, etc., etc., are taught from examples, the rule or definition (general statement) being drawn from the observation of particulars. Thus,—call attention to words used as names—lists of these are made out on blackboard and slates, and after considerable practice give the general term—name word or noun—then the definition; show words in both singular and plural possessive forms, and lead from these to the rule.

The same general methods are followed in the grammar teaching of the higher grades.

Viewed as a whole, it may be stated that the study of language begins with whole sentences. The child is gradually, term after term, led to think of words—parts of speech. With certain of these as units—noun and verb—he is led to build up, and vary, by the addition of modifiers—adjective, article, adverb; and connectives—conjunctions and prepositions—the higher forms of English construction.

The students are also referred to the new manual, which in addition to the above gives the following directions and suggestions for language work:

First grade. Train the children to speak in complete sentences; but use great discretion in the application of this principle. Accept kindly the efforts the pupils make in trying to express themselves. Do not discourage them by being too exacting. At first it will be necessary for the teacher to put into one or two complete sentences the words which have been used in the lesson and require the class to repeat them after her. She must wait patiently for the children to be able to do this without help.

Second grade. Let the pupils relate incidents which they have witnessed. The object of these exercises is to cultivate ease and freedom in the expression of ideas and correctness in the use of language.

Be constant in your endeavors to enable the pupils to get clear ideas from the subject-matter of the conversation, before requiring them to find language to express themselves. Do not tell them what to say. Lead the children to see and think for themselves, and then assist them to state in correct oral or written form what they have observed or discovered.

Third grade. Pupils should be taught to write the names of the days of the week in their order, and to use them in sentences. Thorough drill should also be given in the use and orthography of the words—bee, be; buy, by; deer, dear; hear, here; knot, not; none, known; no, know; meat, meet; right, write; read, red; son, sun; to, two, too; wood, would. Occasional exercises may be given in filling blanks in easy sentences taken from reading lessons which have been studied.

Fourth grade. Oral exercises in the correct use of "this" and "that," "these" and "those;" but no rules to be given or required. Reproduction exercises in oral and written form of short interesting stories, the substance of interesting reading lessons, and the subject matter of object lessons.

The names of the months of the year, and of the seasons, in their order and the use of them in sentences. Thorough drill in such words as,—aunt, ant; blue, blew; eight, ate; flower, flour; hour, our; rose, rows; some, sum; scent, cent; knew, new; one, won; stake, steak; their, there; whole, hole; week, weak.

Exercises in writing proper names with capitals,—the more common names of persons; the name of the school, of the city, of the state; the names of the central streets of the city, public buildings, etc., and the use of them in sentences.

Fifth grade. Besides the oral and written exercises and letter writing, are exercises in writing statements containing names of persons, familiar places, days of week, etc., for the purpose of training in proper use of capitals and for the study of words pronounced alike but of different meaning.

Sixth grade. Each of the preceding is continued, and the pupils learn to distinguish name words and action words, find the nouns and verbs in their reading book and write sentences showing their use.

In the *Seventh grade*, adjectives and adverbs are taken up, and exercises given, in enlarging sentences by means of the adverb. The oral and written exercises, letter writing, study of words, punctuation and correction of common errors in speech are continued.

In the *Eighth* the same kind of work is continued with the addition of analysis of simple sentences into subject and predicate, with their modifiers. Sentences are enlarged by adding modifiers to their parts.

In the *Ninth grade*, which is the first year of the grammar course, the supplementary reading lessons, the lessons in geography, history, and elementary science, objects and places with which the pupils are familiar, pictures of incidents, scenery, occupations, etc., are used as material for conversations, short written statements, and simple compositions. Lessons on the parts of speech are reviewed, and the mode of forming the plural of nouns taught, agreement of verb with its subject, and exercises in the analysis and synthesis of simple sentences with adjective and adverbial modifiers.

Tenth grade. Exercises in the meaning and use of words are added. Simple sentences with simple prepositional modifiers are studied and analyzed, together with the gender, number, person, and case, of nouns

and pronouns; the number, person, and tense of verbs; the degrees of comparison of adjectives and adverbs.

Eleventh grade. Oral and written exercises are continued. Compound and complex sentences are analyzed; the voice, mood, tense, and use of auxiliaries is added to the study of the verb, and principles of syntax are begun.

The *Twelfth grade* finishes the grammar course. In this, abstracts and summaries of stories, narratives, and descriptions are required with the preparation and expansion of compositions, paraphrasing of poetry, and compositions on set themes. Compound and complex sentences, properties and inflections of words, principles of syntax, and general reviews complete the work.

MANUAL TRAINING.

FOR THE PRIMARY SCHOOL.

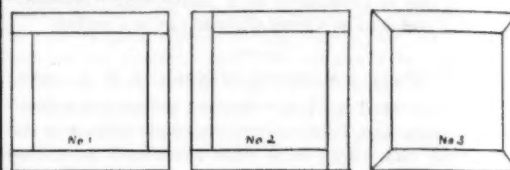
Let the teacher get a number of sheets of book-board, or straw-board, and cut them into strips. This book-board is very cheap, two or three sheets of 24 x 36 are sold for one cent; it is merely brown paper as thick as a book cover. A flat board a yard long and two feet wide is needed; also a long, straight ruler. Now with a sharp knife cut strips half an inch wide for the children to weave into mats, &c.

1. Require the children to make squares six inches on each side, the top and bottom to lap. (See No. 1.)

Each child will need a ruler, a knife, a small square of wood to cut on, and a bottle of mucilage, or a little pot of paste.

Accuracy and neatness are indispensable. Be very critical, select the best ones and paste on a sheet of manilla paper and hang this on the walls.

The problem can be varied by asking for squares five and one-half inches on each side; four, four and a half inches on each side.



2. Request the children to make squares in which all the sides are of the same length. (See No. 2.)

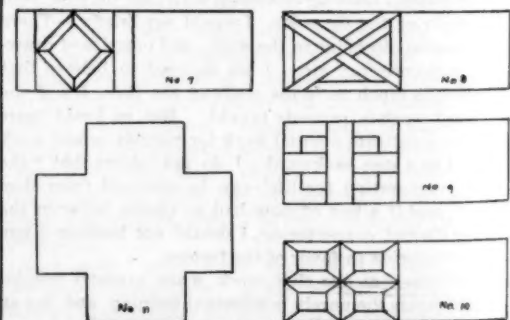
As before, demand accuracy and neatness. Paste on sheets and hang up.

Vary the problem by giving different lengths for the sides.

3. Request the children to make squares in which the corners are mitered. Demand accuracy and perfect joints. Paste best ones on sheets; vary the sizes.

4, 5, 6. Proceed in a similar way with triangles. (See Nos. 4, 5, 6.)

Demand accuracy, (measure critically) demand perfect joints, (inspect critically) take none but good work.



7. Take a piece of book-board and cut out the corners, (see No. 11) and bend up the sides so as to form a base one inch high by three long with no top. Fasten the corners by thin paper and mucilage. Make a cover of the same size; and paste around on the inside a strip to hold the cover in its place.

8. Make parallelograms on the same principle that the squares were made. (See Nos. 1, 2, 3.)

9. Make boxes on the same principles of the parallelogram.

10. Make boxes triangular in shape.

DECORATION.

11. Take piece of white paper of the same size as the

sides of the box and divide into panels, and decorate these panels. For a simple design see No. 7,—a square in a square. For one more complicated see No. 8.

No. 9 is simply an oblong crossed with bands. No. 10 is four squares.

The decorations should be of the pupil's own invention; this is very important; the examples given are only to show what may be done with very simple forms.

12. Water colors may be used; take No. 7, for example. Make the interior square red, the frame work of the square yellow; and the cross-bands blue.

13. These lessons should extend over three months. There must be no hurry; the work must be excellent.

Finally, remember all the way that the object is education. Hence aim to develop thought, and not at the making of many boxes.

A NUMBER LESSON.

By MISS MARY A. PINNEY, Grand Avenue School, New Haven, Conn.

Object:

1. To test pupil's knowledge.
2. To develop constructive faculty.
3. To give practice in number.
4. To cultivate habit of attention.
5. To cultivate accuracy of statement.

The mental faculties cultivated:

1. Observation.
2. Judgment.
3. Imagination.
4. Memory.
5. Reasoning.

Results aimed at:

1. Pupils learn that only numbers of same kind are combined.
2. The subtrahend is involved in the minuend.
3. The basis of multiplication, by repetition.
4. Primary division, by separation.
5. Comparison of numbers.

Plan:

1. Conversation.
2. Take so many.
3. Show so many.
4. Tell how many.
5. Unite objects.
6. Separate objects.
7. Concrete problems by teacher.
8. Concrete problems by pupils.
9. Abstract problems by teacher.
10. Abstract problems by pupils.

Lesson: Pupils standing at table, having objects of various colors and forms before them.

Teacher:

Lucy may take as many buttons as my chair has legs. (4)

Frank may take as many sticks as I do (taking four). (4)

David may take as many blocks as he has hands.

Louis may give David enough blocks to make four. How many blocks did Louis give David? Tell me a story about David's blocks. (2+2)

Kate may take as many shells as this triangle has corners.

Mary may give Kate enough shells to make four. How many shells did Mary give Kate? Tell me a story about Kate's shells. (3+1)

Alice, take two red sticks and Harry take two green sticks. Harry give Alice enough red sticks to make four, and Alice give Harry enough green sticks to make four. Now tell me what you have done, and tell me how many sticks you have. (2+2)

Louis, show me as many marbles as Lucy has buttons. How many marbles did Louis show? (4)

Susie, show me two fingers; show me two more. Tell me about the fingers. (2+2)

What is this, Fred? (showing a blue square.) Fred may show us as many blue sticks as the square has sides. Now make a square of the sticks. Tell us what you have done. (1+1+1+1)

See what I give Susie (giving child one ball). What did I give you? How many more balls do you want to make four? Take them and tell me about the balls. (1+3)

How many sticks have I had in my hands all this time? How many counters have you? Put them in a straight line. Let us count them forwards; count them backwards. Whisper to me how many counters you have. Tell me loudly. (4, also 4 ones). See if you can do with your counters what I can do with mine. (Teacher puts one counter behind her, children imitating.) Lucy tell me what you have done. (4-1)

Put the counter with the others on the table. Now how many have you? Frank, what made your four? (3+1)

Now do this (holding two above head, children imitating.) David, tell me what you have done.

Show me the two you took away. Show me the two you had left. (4-2)

Take one two in your right hand, and one two in your left hand. How many twos have you? Put the twos together. How many does that make? How did you make four? Tell me how many twos make four. What do you call two twos of horses? Play these counters are horses. Then how many spans would we have?

How many mittens does a boy wear? What do you call two mittens? Play the counters are mittens. Then how many pairs of mittens would we have? (2+2)

Kate may tell me how many little boys would wear four mittens. (4÷2)

Susie, if there were four rubber shoes in the dressing-room, to how many little girls would they belong? How many shoes would each girl have? (4÷2)

Put as many counters on the floor as I do (putting away three.) Now how many have we on the table? Louis, tell me what we have done. (4-3) Put so many with this one (taking up three.) Fred, tell me about it. (1+3)

Harry, give me two sticks; give me two more. How many sticks did you give me? How many sticks have you left? (2+2, also 4-2-2)

Put the counters in a row. Play they are birds. How many birds have you? Alice, show me four birds less one. Oh, don't you know what I mean? David, tell her what to do. Yes, play one bird flew away. Now, Alice, four birds less one are how many? (4-1)

Kate, how many feet has a little bird? How many feet have two little birds? Make your counters show us the feet of two little birds. (2×2)

If Louis should give away his marbles, to how many little boys could he give one marble? How many marbles would he have left? (4÷1, also 4-1-1-1-1)

Harry, hold up three sticks in your right hand, and one stick in your left hand. Which hand has more? Three is how many more than one? (Comparison.)

If Susie gave two of her balls to Kate, and two to Lucy, which little girl would have more balls? How many would Susie have left? (Comparison, also 4-2-2)

I will change all your counters for pennies, and you may put the other counters in the box and tell me a story about them as I hold up my fingers. (Teacher holds up fingers rapidly and silently, and pupils put away counters, following her signs, saying, "I put three counters and one in the box. Three and one make four." "I put two counters and two counters in the box. Two and two make four," etc. Teacher then gives each child four cents.) Now we will play go to the store and buy something. Lucy may buy a two cent sponge. Tell us about it. (4-2)

Alice may spend all her money for a doll. Tell us what the dolly cost. (4-4)

Frank may buy apples at one cent apiece. How many apples do you get, Frank? How much money do you have left? (4÷1, also 4-1-1-1-1)

David may buy a three cent kite. (4-3)

Alice, please buy a two cent orange for me, and one for yourself. (4-2-2, also 4÷2)

Play that Susie bought a stick of candy, and lost one cent coming home. How much money had she left? (4-1-1)

Harry may buy a five cent slate. Can't do it? Why not? How much more money would you want?

If Fred should give his money to four little girls, how many pennies does one girl get? (4÷4)

If Frank can buy a top for one cent, what will he pay for four tops? (4×1)

If Lucy was sick and couldn't go to the store to spend her money, how many cents would she have? (4-0)

Now we will put all the money in our savings bank, and you may think you have something to count with. (Teacher remove all objects, and pupils compute from memory, both concrete and abstract problems.)

Now ask me something. (Pupils ask teacher both concrete and abstract problems, teacher answering by aid of objects, from memory, and by aid of other pupils.)

The following questions are original:

If you had four kittens, and one died, and one ran away, how many would you have left?

If you slid down hill four times, and fell off two times, and one time you cried, how many times didn't you cry?

If your grandpa gave you two cents, and your grandma gave you two cents, and you lost one cent, how many cents did you have left?

If you had a little dog, and he had one leg cut off,

and one leg was sore, how many good legs did the dog have?

If you wrote four rows of words on your slate, and one row was bad and the teacher rubbed it off, how many rows were left?

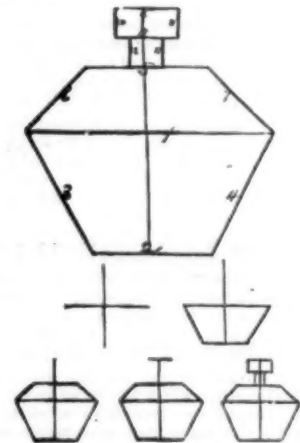
New Haven Report, 1888.

LESSONS IN DRAWING.—I.

Drawing is a means of expression. I place before you an object; you with a pencil express to me your conception of it. Why does one draw better than another? There are two reasons (1), he sees more and more accurately (2), he has learned how to express himself. Can any one learn how to draw? Yes, most decidedly, and that very easily. The great difficulty in the way is that drawing is confounded with copying. The former is a work mainly of comparison, the latter of imitation. If I tell a pupil to look at a cat and write me what he sees, the result is quite different from that obtained by copying what I write about the cat.

The lessons here given are to teach teachers to draw; they can use them in school if they wish. They must not expect to learn in a few lessons; it has taken you many years to learn to write (and many of you write very poorly now), but by doing something day by day they can learn how to draw very well in time. No teacher should fail to teach drawing—the pupil will waste much of his school life if he does not learn to draw. Then, again, it is a source of great enjoyment. Teachers, learn to draw.

Of course it is better to draw from objects at first, but it is more difficult. I propose a series of lessons to precede lessons on objects.



1. Set up this paper before you, perpendicularly, a foot off.

2. Draw a vertical (V) line two inches long on your paper. (The cross line and the vertical do not belong in the object; they are put there in this lesson to help.)

3. Compare V with the cross line. (To do this hold your pencil about half way between your eye and the cut, and close one eye and look, move your thumb to the right place as you look at the line. You will find the cross line and vertical line of the same length.)

4. Draw the cross line.

5. Compare 2 with V; it is $\frac{1}{2}$.

6. Draw 3 and 4.

7. Compare 5 with V; it is $\frac{1}{2}$.

8. Draw 6 and 7.

9. Compare 8 with V; it is $\frac{1}{2}$.

10. Compare 9, 5 with V; it is $\frac{1}{2}$.

11. Draw 10 and 11.

12. Divide 9 into four equal parts.

13. Draw 12 and 13.

14. Erase 1 and V.

If the teacher concludes to teach his pupils to draw, let him draw the figure on the board, making the vertical a foot long.

The teacher should draw a series of rough sketches, to indicate the method of procedure. (These are shown below the cut.) The great thing is to get the habit of comparing all parts with a fixed standard. (In this case it is the vertical.) Let the pupils test the accuracy (after the drawing is done) with a ruler; that is a measure to see that 2 is one-half of V, and so on.

Then draw the verticle three inches long and compare and draw the figure again, and so on. The pupil may have a ruler to draw lines with, but not to measure the copy with. Common manilla paper may be used. Draw over and over; make the vertical of various lengths.

This is real drawing; it is comparing.

THINGS OF TO-DAY.

FOR GENERAL REVIEW.

A strong sentiment is developing in Canada in favor of annexation to the United States. [When and by whom was Canada first settled? What other settlers afterward came in large numbers? When did Canada pass from the possession of the French to that of the English? Explain the cause. What part did Canada play in the American Revolution? In the war of 1812? What provinces at present compose the Dominion of Canada? What are their principal industries? How are they governed? What effect would annexation have on commerce? What would be the effect of free trade with Canada?]

A bill will be introduced into the French Chamber of Deputies to revise the constitution. [What sort of government has France? Who is the president? When did France return to the republican form of government?]

Mormons are forming colonies in Mexico. [What is the distinctive feature of Mormonism? Where is their stronghold? How is Utah governed? What are the objections to its admission as a state?]

Prof. Pasteur's method of exterminating rabbits, for which a prize of \$25,000 was offered by Sydney, N. S. W., has proved a success. [What do you know about Sydney? Why do people there wish to exterminate rabbits? For what else is Pasteur noted?]

An effort is being made to reduce letter postage to one cent. [Who is the present head of the U. S. postal system? What is meant by first, second, and third class offices? How are railroads and steamboats used as mail carriers? Explain the money order system? What is the advantage of using postal notes? What are the arguments in favor of a postal telegraph system?]

The different parties are discussing the choice of presidential electors. [What are electors? How do they vote for President? What are the arguments in favor of a popular vote? When was there a disputed presidential election? How was it settled?]

FACT AND RUMOR.

Mr. Parnell has spent much money in seeking for gold on his Avondale estates. [What party does Mr. Parnell represent? Who are his opponents? What English statesman supports his policy?]

Samuel J. Randall is reported to have nearly recovered his health. [What public office does he hold? How are Congressmen chosen? How are Senators elected? Give the origin of the Senate and House. What is the British legislative body? What resemblance is there between it and the U. S. Congress?]

Emperor William has agreed to the proposal that his mother shall bear the title of Empress and Queen Frederick. [Why this formal recognition of her title? On what ground was it held in doubt? Whose daughter is the Empress Victoria? Why have some of the German people disliked her? What is the controversy over Emperor Frederick's diary?]

The Baron and Baroness Edmond de Rothschild are about to visit Russia, in order to examine the condition of the Jews there. [What do you know about the Rothschilds? Why were the Jews recently persecuted in Russia? Where else have they been persecuted? What character in Shakespeare is a Jew? What have the Jews done in commerce and trade? In literature? What are the poetical books of the Bible? The historical, etc.?]

Herr Nilsson, a Swedish railway engineer, has constructed the model of a railway carriage which can be altered from broad to narrow gauge. [About how long have railroads been used? How did people travel before they were built? What do you know of the old stage coach? Of travel on the canals? How have railroads developed our country's resources? What cities owe their growth principally to railroads? When was the Pacific railroad constructed? What difficulties were met in building it?]

Scrofula, boils, pimples, and all humors are cured by Hood's Sarsaparilla. Give it a trial now.

EDUCATIONAL NOTES.

CALIFORNIA.

A faint comet was discovered at 4 o'clock A.M. September 3, by Professor E. E. Barnard, of Lick Observatory.

The examination of applicants for admission to the State University takes place on the 20th, 21st, and 22nd of the present month.

The fall term of the college of Notre Dame, Marysville, opened September 2d, with somewhat more than an average attendance.

The San Francisco Teachers' Aid Society held its semi-annual meeting recently. There are 190 members, all told, of the society. Of them 179 are reported in good standing, and 157 attended the last meeting. According to the treasurer's report, the receipts for the year were \$9,496.61; disbursements, \$973.25, leaving a balance on hand of \$8,523.36. There has been a considerable gain in membership.

At a recent meeting of the board of examiners of the San Francisco school department, there were renewals as follows: eight first grade, thirty second grade. In the city department there were twenty-five renewals, and eight applicants received life and educational diplomas.

The San Francisco Commercial School (a part of the city school system), though somewhat of an experiment at first, now promises all that its founders had hoped. The school recently held a very interesting entertainment. It has lately been very much crowded.

The founding of the Lick Industrial School is yet a thing of the future. Nearly twelve years ago James Lick left \$540,000 for the founding of a school of mechanical arts, but nothing has been done toward it. It will require nearly a year to complete the structure after the details are settled.

Marysville.

T. S. PRICE.

COLORADO.

Mr. B. R. Gass, (just resigned), for two years principal of the Durango schools, is a Michigan teacher of many years experience.

He was a student at Antioch College, Ohio, when Horace Mann was president.

Mr. J. H. Smith, of Rock Rapids, Iowa, has been elected principal at Durango, to succeed Mr. Gass.

Mr. J. J. Tobin, of Montrose, will teach at Poncha Springs, Mr. Banner, of Black Hawk, at Alamosa. Mr. Stephens remains at Central. Mr. J. H. Freeman, of Howard, has gone to Saguache.

Mr. J. S. McClurg, supt. of North Pueblo schools, will retain that position. J. H. FREEMAN.

DAKOTA.

Mr. J. Ogden, territorial institute conductor of Dakota, has been appointed to conduct the institutes during this month, in La Moore, Ransome, Edmonds, Marshall, and Richland counties.

ILLINOIS.

The recent Hardin county teachers' meeting at Elizabethtown was full of interest and profit. Mr. W. J. Brinkley, of Fairfield, was the instructor. Hon. John S. Abbott delivered a fine address of welcome, and County Supt. Frank A. Matheny, chairman of the meeting, a thoughtful response.

IOWA.

The second session of the Des Moines Summer School of Methods was held recently in that city. The school was organized so as to give every teacher special aid in his or her own school-room work. The school consisted of two departments. (1) The County Normal Institute, (2) the School of Methods. The former was designed for teachers in ungraded schools, or those whose work covers many grades. The department had four grades, from the highest of which teachers were passed into the School of Methods. The latter consisted of primary, intermediate, and grammar departments. The work included the presentation of the best methods by specialists. Mr. W. B. Powell, of Washington, D. C., the well known author of the language series, gave instruction on this subject. To say that he awakened our teachers would not express it. He did much more. Miss O. A. Evers of Minneapolis, Minn., had charge of the primary work, and the intermediate grade reading. Instruction in the science of education was given by Dr. A. S. Welch, author of "Talks on Psychology." Mrs. L. T. Morrow, of Des Moines, presented the synthetic sound system of reading before the primary grade. The system is attracting much attention in the state. The County Normal Institute was in charge of Professors W. P. Kauffman, and J. F. Taylor, of Red Oak, and F. E. Plummer, of Des Moines. There were over five hundred teachers in attendance, representing this and other states, and the school was considered a great success. C. F. SAYLOR.

KANSAS.

A few weeks since the school building at Anthony was struck by lightning, set on fire, and completely destroyed, together with its contents. It was one of the finest school buildings in the state, and the loss was fully \$30,000. At a meeting of the board it was decided to rebuild immediately, and on a larger scale than before. Mr. B. T. Davis, who had been re-elected at \$1,500, offered to donate \$150 of his salary towards the purchasing of new philosophical apparatus. Mrs. Davis, employed in the grammar department, offered \$50. Such teachers do not work for money alone.

KENTUCKY.

Franklin County Teachers' Institute was in session September 24-28 at Frankfort.

Owing to a misunderstanding about the time and place of meeting appointed for the board of control, the announcements for the teachers' reading course have not yet been issued. The handbook will appear about October 15.

Kentucky.

E. W. W.

MASSACHUSETTS.

Secretary Dickinson has arranged work the coming year for the agents of the state board of education as follows:

Mr. George A. Walton is to inspect schools, conduct institute and teachers' meetings in Barnstable, Essex, and Middlesex counties; Mr. George H. Martin, in Bristol, Dukes, Nantucket, Norfolk, and Plymouth counties; Mr. A. W. Edson, in Worcester, and Hampden counties; and Mr. George Fletcher, in Berkshire, Franklin, and Hampshire counties. About thirty institutes are to be held in various parts of the state this fall and winter.

The second convention for 1888 of the teachers of Dartmouth, was held recently. Twenty-one teachers were present. Mr. Geo. H. Martin, state agent of the board of education, gave a report of a visitation through the town, and presented the subject of reading. Mr. G. I. Aldrich, supt. of schools, of Quincy, Mass., presented methods of teaching language and geography. J. N. ENO.

So. Dartmouth.

NEW JERSEY.

Manual training is firmly fixed in Montclair. Various modified kindergarten occupations are given during the first three years. Maps are constructed of putty through the entire course in geography. During the sixth year the development of geometric forms, and an advanced course in clay modeling is taught. During the seventh year, the use of carpenter tools; during the eighth year, wood carving. While the boys are in the shop, the girls are instructed in both plain and ornamental needlework. All grades are instructed in drawing under a special teacher. Pupils in the high school have laboratory work in physics and chemistry.

The first teachers' association of Bergen county for the year was held at Hackensack, September 29. County Superintendent Terhune was elected president for the coming year, and E. K. Sexton secretary. The next meeting will be held during Thanksgiving week. There will then be a county exhibition of school work.

The public schools in Jersey City are so overcrowded and there are so many children unable to gain admittance that the board of education is considering the propriety of adopting a plan to have half-day sessions, one-half of the children to attend school in the morning, and the other half in the afternoon.

OREGON.

The State Agricultural College, at Corvallis, opened Sept. 12. The school was re-organized during the summer, and a preparatory department and eight chairs were established and filled. The college has begun the term well. A successful year is anticipated.

PENNSYLVANIA.

Snyder county had two normals this summer, one conducted by County Superintendent C. W. Hermann, the other by O. H. Bakeless, a graduate of the Bloomsburg State Normal State Normal School, and a teacher of much experience. Owing to the early examinations by the county superintendent, and the low salaries paid in the majority of districts, neither school had a large attendance. It is said that in some districts the teachers receive only twenty dollars per month.

County Supt. J. A. Myers, of Mifflin county, assisted by Prof. C. H. Albert, of the Bloomsburg Normal, conducted a successful summer school at McVeytown.

Bloomsburg.

WM. NOETLING.

The Chester County Teachers' Institute, will be held in West Chester, Oct. 22-23. The principal instructors will be Dr. Jerome Allen, of New York, Supt. James M. Courchlin, of Luzerne county, Prof. E. L. Kemp, of Kutztown State Normal School, and Mrs. Alma Sauer Welsh, of Westchester State Normal School, Prof. R. O. Excel, of Chicago, Mr. George L. Maris, of Philadelphia, Dr. G. M. Phillips, of Westchester Normal, and Rev. P. T. Jefferies, of Lincoln University. There will be a course of evening lectures by noted speakers.

TEXAS.

The Smith County Institute, under the management of Prof. A. W. Orr, enrolled 50 teachers and did much earnest work.

Professor Jones, formerly of the state university, has been elected superintendent of the Cisco schools in place of Supt. Alexander, resigned. Mrs. P. V. PENNYBACKER.

Tyler.

VERMONT.

A change in the time of the meeting of the State Teachers' Association has been made from winter to fall, and the next meeting will be Oct. 18, 19, and 20 at Newport. Among those on the list who have promised to take part, are Superintendent Darr, President Buckingham, of Vermont University, Professors Hurdy of St. Johnsbury and Mowry of Montpelier, Principals Bishop of Montpelier, Ranger of Lyndon, Brown of Bellows Falls, Bingham of Brattleboro, Folsom of Rutland, and Conant of State Normal School, Randolph. A lecture has been arranged for Friday evening, and an excursion on the lake in the afternoon.

Perkinsville.

B. H. ALBEE.

THE CENTENNIAL EXHIBITION.

Two "Educational Days" were celebrated at the Centennial Exhibition, Columbus, Ohio. The first was "school children's" day. The exercises consisted of a religious service and callisthenic exercises by members of the State Institution for Feeble-minded Youth, an elocutionary contest, and a competitive class in spelling by children from various counties, interspersed with reading and music.

The morning of the second day was devoted to the college session. James H. Fairchild, D. D., President of Oberlin College gave an address on "How the Fathers Built," which was a concise history of the early colleges of Ohio. We shall publish the substance of it in the JOURNAL. "The Higher Education of the New Century" was presented by Rev. Wm. B. Bodine, D. D., President of Kenyon College, Gambier. He expressed his belief that there would be less of diffusion and more of concentration in the coming century. Hon. John Eaton, J. L. D., president of Marietta College, also delivered an address. The program for the afternoon on "Public School Session" was as follows: "The Pioneer Schools of Ohio," Nelson S. Twiss, M. D., of the Ohio State University; "The Schools of To-day," Superintendent John Hancock, Ph. D., of Chillicothe; "The School of the Future," Miss Marie Jacques, Dayton.

The display of school work in the educational building which was under the charge of Dr. H. A. Thompson, of Westerville, and Prof. Walter S. Goodenough, Superintendent of drawing in the Columbus schools, shows the great progress made during the past one hundred years. There were exhibits from a number of schools in Ohio, but none were superior to that from the Columbus schools. The walls were hung with charts containing drawings and colored designs arranged by subjects and graded so that the work may be easily traced from its early to its complete development. First there is the constructive drawing, by which pupils are taught how to make working drawings by scale. This is graded from simple front and top views, of geometrical objects to sections, details, patterns and full working drawings, in the higher grades, and finally architectural work in the high school. Next is shown representative drawing, or that which teaches how to represent objects pictorially just as they appear. Perhaps the most interesting is decorative drawing, for the ornamentation of objects. This work is original with the pupils. In the lower grades each pupil is provided with geometric tablets of various shapes for his lesson in design. These he arranges in various ways according to principles taught. Those having out good designs are allowed to cut the same shapes from colored paper, selecting their own colors and in many cases doing their own pasting. This gives the children an idea, not only of form but of color. In higher grades the design is first invented and drawn on paper, abstract and foliage forms being introduced.

The modeling in clay by the primary scholars was really wonderful. They are first taught to mold spheres, cubes and cones, after which they are allowed to choose their models. There were eight large cases filled with the work of this kind, together with exhibits of manual work consisting of various articles in wood or other material, all of which shows a remarkable skill on the part of the pupils. There are quantities of miniature chairs, tables, bureaus, ladders, wheelbarrows, etc., to either with handkerchief holders of Japanese napkins, prettily worked in colored silk, perfumed sachets, mats and pin cushions. Among the larger designs is a well proportioned suspension bridge, two feet high, and an interior view of a bedroom a hundred years ago. There is also a pioneer school-house three feet high, built of logs with an art side chimney. The exhibit of the various state institutions, three asylums, institutions for the blind, for feeble-minded youth, etc., are all not only creditable but equal in correctness and skill to the work that has emanated from the brain and hands of those possessing every faculty. GEORGE HOPLEY.

NEW YORK CITY CORRESPONDENCE.

The endowment of a circulating library by George Vanderbilt at No. 231 West Thirtieth street is a modest and useful work, which deserves high praise. Carlyle says there is no better university than a library of good books, and in the section selected by Mr. Vanderbilt the value of this library as a means of popular education will be great. We have now four of these circulating libraries in New York, and the example of Mr. Vanderbilt will, we trust, be followed until every ward has one as well endowed as that which his munificence opened yesterday.

A plan for organizing a national institute for artist-artisans, which was publicly defined last winter, is now taking definite shape. The school will be located in this city, and will be a university in spirit and plan, and open to both sexes. There will be classes in color, composition, drawing, sculpture, architecture, wood-carving, weaving and metal working, etching, illustration and engraving; interior and cabinet designing; stained glass, ceramics, lace, tile work, etc. Mr. J. W. Stimson will be the superintendent.

Asst. Supt. William Jones will address the Primary Teachers' Association, Monday, Oct. 15, at 4 P.M., at the College for the Training of Teachers, No. 9 University Place.

Professor Bickmore begins his autumn course of lectures to the teachers in the public schools, at the Museum of Natural History, on Saturday, October 13. The first four lectures will be introductory, and will deal with the sun, moon, and the planets, and the theory of Laplace on the nebula and the comets. Following these Mr. Bickmore will take up ecology and zoology. Tickets have been sent to the teachers in the different schools, and a large attendance is expected.

THE MUTUAL IMPROVEMENT ASSOCIATION

of the female grammar school teachers of the city of New York held its first meeting after vacation on Monday, Sept. 24, 1888, with a representation from nineteen wards. A committee was appointed to draw up resolutions expressing the sense of loss felt by the association on account of the death of the Vice-President, Miss Sarah Seely. Great interest was manifested in the arrangement of work for the ensuing year, and the meeting adjourned with feelings of encouragement and hope.

Superintendent Jasper's report for last month states that the attendance on the opening day was 123,107, an increase of over 7,000 compared with last year. The average attendance for the first week was 137,008. This year 2,685 pupils were refused admission for lack of room and other reasons, 1,150 more than last year. The board voted to discontinue the use of the rooms on the ground floor of G. S. 53, until they are fit to be occupied. Their sanitary condition is very bad, and a report of them from the board of health was read. Commissioner Devoe called attention to the rule of the board requiring school inspectors to report on the condition of buildings under their charge. He deplored the fact that these officers had not done their duty, and his resolution that all should be required to make reports was adopted. Any one who takes action toward a disclosure of the condition of our schools is doing the city a service, for when the facts are widely known there will be a demand for a better state of things. It is a shame that many of the children in New York must stay for five hours each day in buildings not so good as those provided for state criminals.

The trustees of the Fifteenth ward presented a report of the case of Miss Mason, exonerating her from the charges which have been brought against her, and announcing her resignation from the schools. Miss A. T. Horgan was recommended for the principalship of P. S. 47. The matter was referred to the committee on teachers. Finally the board went into executive session to consider the charges against Miss E. A. Pope. After several hours' discussion she was reprimanded and fined three months' salary. A resolution was adopted instructing the committee on trustees to investigate the conduct of the trustees of the Ninth ward.

THE OPENING OF THE CITY SCHOOLS.

The public schools opened on the 10th of September, and the number of pupils in attendance as reported by Mr. John Jasper, city superintendent, exceeded 138,000. Unfortunately, nearly 8,000 children who applied for admission were unable to find room, and consequently were not admitted. On the west side of the city, from 128th street to 50th street, there are but two school buildings. The one in 10th avenue, on the corner of 104th street, is partially unfit for use, on account of the unfinished condition of the building, which is being enlarged in order to accommodate the great number of children now residing in this growing section of the city. In 63d street, west of the Boulevard, G. S. No. 9 accommodates 1,300 boys and girls, pursuing the studies of the grammar and primary grades. Hundreds of children living near the school building are unable to obtain admission for want of room. In years past the present superintendent of schools commenced to teach in it, and subsequently became its principal. Although the building has been enlarged, it is yet too small to meet the demands of parents living in the immediate vicinity. The board of education has purchased lots on the corner of 77th street and 10th avenue, and commenced the erection of a commodious building, but the school cannot be transferred there until September, 1890, when it will be completed. This state of things exists in other portions of the city, notwithstanding the board of education has secured sites, and is making arrangements for the erection of other school edifices. During the vacation of the present year, improvements in a majority of the school buildings have been completed, involving an expenditure of several hundred thousand dollars. School-houses have been enlarged and repaired. Changes of furniture in class-rooms have taken place, and considerable attention given to the sanitary condition of the buildings and water closets. Superintendent of Buildings Devoe has been occupied all through the vacation, in order to have the improvements completed before the opening of the schools in

September. The work was contracted for, after the specifications had been given to parties who desired to do the work, the lowest bidder receiving the contract. To accomplish all the needed changes and repairs, five thousand men were employed, and with one or two exceptions the schools were ready for occupancy at the appointed time. The superintendent's department has been actively employed since the schools were opened in visiting the schools and ascertaining their condition. The assistant superintendents were required carefully to observe whether the by-laws of the board of education respecting the space allowed to each pupil were properly complied with, in order to avoid that overcrowding of class-rooms so injurious to public health. They have also examined the various asylums and institutions which are entitled to receive a portion of the public school money, and ascertain whether the conditions, on compliance with which this money is paid, especially those which forbid sectarian teaching, are enforced. They are now engaged in examining the schools under the care of the Children's Aid Society, and the Female Guardian Society, as these are entitled to participate in the school fund, provided no sectarian teaching during school hours is permitted. When this examination is completed, arrangements will be made to commence in the schools immediately under the charge of the board of education. The examination of the classes usually commences about the 15th of October, as soon as the schools named are completed, and these will occupy the entire time of the seven assistant superintendents until the 1st of July, 1890. The evening schools opened on the evening of the 1st of October, and the assistant superintendents, in addition to their other duties, visit and inspect these, and report the result of their visitations to the city superintendent, who reports the same to the board of education, as required by law. It will be seen from this brief statement what has been done to advance the interests of the children in attendance on the schools in furnishing, so far as is possible, accommodations tending to make them comfortable while there, and also by careful supervision to have them properly taught, and all laws designed to secure that desired end enforced.

W. J.

LETTERS.

173. AN ANSWER CRITICISED.—In answer to the question, "Which should be taught first in writing, form or movement?" the JOURNAL of Sept. 29 says that form should.

If I understand the answer, it is entirely incorrect, and, coming from such a source, is likely to mislead many young teachers. I have been a reader of the JOURNAL for several years, and for my use, it is the best educational paper in America. It is nearly always right; but in this case I think it is wrong. If we are speaking about learning to write with the pen, we should teach in this order: (1) position, (2) movement, (3) form. By "position" is meant mainly position of the hand and arm used to hold the pen. The cause of the almost universal failure to produce good writers in common schools is that teachers begin by teaching form. Consequently, by the time the forms of letters were tolerably well learned, pupils had acquired a cramped and incorrect position almost impossible to correct. If the forms of letters were taught at the blackboard, no harm would be done; but when a child takes a pen or pencil he should learn to hold it correctly and to move the hand freely before his attention is confined to the forms of the letters. That the opposite course is incorrect and productive only of bad results, is proved conclusively by the thousands of pupils who yearly leave our common schools unable to write except by a cramped finger movement. The main qualities of a good handwriting are legibility, ease, and speed. Legibility can be attained by the finger movement, but the other qualities can not. It is therefore, essential that we early teach pupils to write with the muscular movement.

Scranton, Pa.

J. C. TAYLOR.

174. READING CIRCLE WORK IN INDIANA.—A correspondent gives us the following facts concerning reading circle work. More than seven thousand teachers, in Indiana, bought the reading circle books during the last school year. Two hundred and sixty-five teachers took the final reading circle examination at the close of the year. Fifty teachers of the state have completed the work for the four years' course, and passed examinations on the same. The young people's reading circle work is receiving active attention by the teachers. In Lawrence county, all the teachers take the reading circle work, because the trustees of that county require it in their contracts with teachers.

175. COL. PARKER'S METHODS ARE SOUND.—Are Col. Parker's methods of teaching the primary grades considered the best? Has he published a book of the same? If so, where could I obtain a copy? I am a young teacher and would like to keep up with the times. Will you advise me as to what works I should purchase that will give me the best ideas of teaching, and where I could obtain such works? By doing so, you will greatly oblige a subscriber to THE SCHOOL JOURNAL, and TREASURE-TROVE.

Brooklyn.

W. F. H.

We should advise our friend to buy at once "Parker's Talks on Teaching," "Partridge's Quincy Methods," "Fitch's Lectures," and "Allen's Mind Studies." This will give him materials for a year's study.

176. A BAITLESS HOOK.—"Teachers, as well as anglers, have poor luck fishing with a baitless hook, and poor success 'keeping school.' We quote from an exchange. Inex-

perienced teachers, who know they are weak and wish to learn will say, "What shall we bait our hooks with?" First decide what to catch. You want the love of your pupils. Bait your hook with love, courtesy, tact, kindness. You want their scholarly advancement. Bait the hook with bright, interesting lessons, with talks which will give them the right incentive to learn. You want the support of parents. Use the bait of interest, friendly visits, and kind words. Finally, to catch the good-will of the community, make your school a center of good deeds, courteous actions, and scholarly influences. A. OLEY.

Kansas.

SEND HIM YOUR OLD ARITHMETICS.

Supt. J. M. Greenwood, of Kansas City, is engaged in collecting and arranging an historical sketch of all arithmetics published in this country, and as it is probable that there are several treatises that he has not yet secured, or found trace of, he would regard it as a special favor to receive information touching any rare or early publications issued in this country. It is his intention to give a description of every arithmetic that has been published in the United States. How well he succeeds will depend upon the number he can collect, or concerning which he can get information.

A GROWING TEACHER.—It is with great pleasure that we find subscribers who stick to us through thick and thin, notwithstanding low funds. A teacher in Missouri writes:

I want to take the SCHOOL JOURNAL and TREASURE-TROVE if you will send them without advance payment. I do not like to ask this, but a long illness has left me just money enough to buy a ticket to my school. I cannot do without school papers even for a few weeks, but will send the money the first pay day.

M. K.

STORIES FROM THE CHILDREN.

I enclose some work done by some of my third grade pupils from picture 3 in Sept. INSTITUTE. This is their first attempt at story writing. I used the pictures in the June INSTITUTE with great success. The pictures give fine exercise in both writing and composition. The more I read and use the INSTITUTE, the better I like it. I do not see how any teacher can get along without it.

Talbot, Tenn.

BLANCHE DICK.

STORY ABOUT DAISY.

This little girl has been off to a neighbor's house and as she came back home she found some wild flowers, which she carried to the house in her little white apron, she is a sweet little girl and likes to gather violets, pansies, roses, and many other kinds of wild and cultivated flowers. I like to have the pleasure of raising all kinds of plants. I like the hot house plants the best. I wonder if this little girl has any flowers that has cute names, such as "kiss me and I'll tell you," etc.

This little girl's name is Daisy she is about eight years of age.

ELSIE C. TIPTON. Age, 10.

So prompt a response has been received to our request for stories, that the editors are much gratified. We cannot print all of them for lack of room. We shall notice every young writer who gives full name, address, and age, written plainly. We cannot notice anonymous stories, or names written illegibly. We have received work from the following:

REPRODUCTION STORIES.

Alton Bellingier, Age 14, Three Mile Bay, N. Y.
A. K. Oleson, Age 13, Vincennes, Iowa.
J. W. Stuits, Age 12, Vincennes, Iowa.
Josephine Sarson, Age 11, Pelican Rapids, Minn.
Lydia Zent, Age 13, Pelican Rapids, Minn.
George Zent, Age 10, Pelican Rapids, Minn.
Fred Zent, Age 11, Pelican Rapids, Minn.
Frank Walters, Age 13, Pelican Rapids, Minn.
Blanche Blake, Age 12, Swanton, Vt.
Ida Leach, Age 14, St. Joseph, Mo.
Maggie Vendelboe, Age 14, St. Joseph, Mo.
Ida Connett, Age 11, St. Joseph, Mo.
Vee McBride, Age 12, St. Joseph, Mo.
Charlie Ashton, (no age given), St. Joseph, Mo.

PICTURE STORIES.

Frank Williams, Age 10, Vail's Gate, N. Y.
Charles Reid, Age 12, Vail's Gate, N. Y.
Laura C. Fulton, Age 16, Vail's Gate, N. Y.
Frank Moore, Age 10, Newburgh, N. Y.
Eureka Mellinger, Age 14, Firth, Neb.
Walter Beall, Age 9, Firth, Neb.
Johnnie Harms, Age 13, Firth, Neb.
Stanley Dean, Age 13, Firth, Neb.
Nellie Roberts, Age 8, Talbot, Tenn.
Hugh O. Donaldson, Age 8, Talbot, Tenn.
Annie Peterson, Age 11, Greenville, Iowa.
Oris Snyder, Age 9, Greenville, Iowa.

Anyone wishing to find a kindergarten teacher can do so by communicating with Kindergarten, care of Squire Smith, Bedford Station, N. Y.

What Are Your Pupils Reading?

Get them to read good books by starting a school library. Many states ASSIST district schools to procure one. A single entertainment will give you a good start. We keep only the best—1000 of them carefully selected, classified, graded, etc. Printed list (64 pp.) free; books in stock to examine. E. L. KELLOGG & Co., 25 Clinton Place, New York.

BOOK DEPARTMENT.

NEW BOOKS.

QUIZ MANUAL OF THE THEORY AND PRACTICE OF TEACHING. By A. P. Southwick, author of "Handy Helps," "Quizism and its Key," etc. New York and Chicago: E. L. Kellogg & Co. 75 cents.

This volume first presents 506 questions on the Theory and Practice of Education, and these are followed by answers that are of sufficient length to be of real service. The questions cover, Education, Reading, Arithmetic, Natural History, Language Lessons, Composition, Rhetoric, Etymology, Literature, Discipline, Drawing, Manual Training, Programs, etc. Much real aid to all classes of teachers may be got from a volume like this; we think it possesses a value that is not yet understood. For county superintendents, examiners, principals, it will be helpful in suggesting proper questions. There is more attention every year being given to Theory and Practice, once it was wholly neglected. This book is of handy shape, beautifully printed, and bound in brown canvas.

THE NEW MODEL FIRST READER. Sentence Method. Chicago: Geo. Sherwood & Company. 96 pp.

New readers are getting to be as numerous as Autumn leaves. But here is a "right" new one, different from any similar school book we have ever seen, and its difference consists in its colored pictures. At first it strikes us that it is only a toy book, such as a father buys to give his little girl when he wants to make her real happy. We can hardly believe that it is a veritable orthodox school book, "What," some old fellow will say when he reads this notice: "a First Reader with colored pictures! This sort of a thing must be killed, it will make all the children crazy with joy, and they will know the whole book before the teacher has had a chance to teach them the lessons!" That would be a calamity, but why shouldn't a school book be just as handsome as a holiday book? We can't tell why: will somebody help us? In all respects this little "First Reader" is just as good as any other first reader, but in respect to its pictures it is different, and why shall we not say better. Well, the array of SCHOOL JOURNAL readers are able to judge for themselves, so we advise them, one and all, to send for a sample copy, and judge for themselves. They need not be afraid they will be disappointed. The book will bring ten times the pleasure in any family, where there are children, that it will cost to get it.

ECLECTIC PHYSICAL GEOGRAPHY. By Russell Hinman. Van Antwerp, Bragg & Co.: Cincinnati and New York. 362 pp. Introduction price, \$1.00. Exchange price, 60 cents.

No subject is so interesting, when well taught, as geography, and the very core of all geographical teaching centers around the physical department. It is for this reason that the intelligent teacher examines a new physical geography with more than ordinary interest. For many years nothing very new on this subject has been discovered, but as better books are produced, old subjects are made to appear with interest. We open this book with a dozen questions in our mind, How does it teach weather and climate? How erosion? How life? How mountain structures? How ocean phenomena? What is the character of its maps and charts? These questions we have not space to answer, in the brief limits of this notice, and can only say that it stands the test well, for its charts are admirable, its method of teaching is both analytic and synthetic, and its constant aim is, to trace to proximate causes common and familiar phenomena, rather than to simply describe those which are rare and exceptional. The book is as valuable on account of what it omits, as on account of what it gives, for example; its chapters on life are full and up to the times, and in nearly every chapter in the book the student finds, in *erosion*, a cause or an effect of the phenomena under discussion. We like also, the size of the book, and although it seemed at first an unhandy departure, yet the more we examine it, the better are we satisfied that the change is a good one. Altogether this book is an excellent addition to the somewhat limited number of physical geographies in the market.

A SCHOOL GRAMMAR. By David Salmon. London: Longmans, Green, & Co., and New York: 15 East 16th Street. 364 pp. 75 cents.

This is a school grammar of the old type. It does not pretend to be what it is not; like some American books of the same name. The author believes in technical grammar, pure and simple, unmingled with composition work. It is modeled after the Latin grammars and gives many exercises for the purpose of disciplining learners in the rules laid down. Those who enjoy old-fashioned grammar will like this book. It should not be introduced into intermediate departments, but in the high school it might find a place. Our prejudice against what is usually known as English grammar, leads us to look upon such a book as this with distrust, for we have serious doubts whether English language has any grammar at all, certainly not in the sense Latin has. But for the use of those who believe in studying the grammar of a grammarless tongue, this volume is as good as any we have ever seen.

TOPICS IN ANCIENT HISTORY. Arranged for Use in Mt. Holyoke Seminary and College. By Clara W. Wood. Boston: Published by Ginn & Co. 42 pp. 20 cents.

The object of this little pamphlet is to suggest rather than limit topical study, and was designed chiefly for the students for whom it was arranged. The references at the close of the topics on each page, indicate additional lines of thought, and admit of much variety of use in teaching and studying ancient history. A series of illustrative quotations is found on every other page, which serves to indicate that the best literature is full of the condensed philosophy of history. The topics given include, Ancient History, Egyptian History, Mythology, Grecian History, National Institutions, Persian Wars, Age of Pericles, Peloponnesian War, Spartan and Theban Supremacies, Macedonian Supremacy, Roman History, Republican Period, Roman Law, Epoch of Conquest of Italy, Foreign Wars, Civil Contests of the Republic, Imperial Period, Second Imperial Century, and Third, Fourth, and Fifth Centuries. The amount of history covered by these topics is extended, and furnishes a pretty complete series of topics and questions. Teachers of ancient history will find this little volume exceedingly useful.

COLLEGE ALGEBRA, FOR THE USE OF ACADEMIES, COLLEGES, AND SCIENTIFIC SCHOOLS. With Numerous Examples. By Edward A. Bowser, LL.D. New York: D. Van Nostrand, Publisher, 23 Murray and 27 Warren streets. 540 pp.

As an Algebra, this book may be considered complete. It begins at the beginning of the subject, and its full treatment of the elementary portion, renders it unnecessary that students should have studied any previous text-book on the subject. Dr. Bowser's aim has been to explain the principle in as concise and simple a manner, and to discuss all the elementary parts of the subject, as is possible, within the limits of one volume. Frequent illustrations are given to make the work more attractive to young students, explanatory notes too, are scattered along, to guard him against errors to which he may be liable. In the earlier chapters, also, practical applications have been introduced,—for instance,—a chapter on easy equations and problems precedes those on Factoring and Fractions. All through the book the author has placed examples fully worked out to illustrate the most useful applications of important rules, and to show the best methods of arranging the work, and at the end of each chapter numerous examples for practice are given. The book is a large one, as it must of necessity be, to cover so much space. There are in all twenty-five chapters, and none of them short. The entire work is practical and useful in an eminent degree.

SUNDAY SCHOOL AND CHURCH ENTERTAINMENTS. Publication Department The National School of Elocution and Oratory. Philadelphia, 1124 Arch Street. 184 pp. Boards, 50 cents. Paper, 30 cents.

As nearly every church or Sunday-school gives at some time or other, an entertainment more or less literary and elaborate, it becomes necessary, and indispensable even, that suitable preparation should be made. This calls at once for a book, composed of the material necessary for such occasions. That need is well met in this volume. While each article is new and original, none have been inserted without first being critically examined in regard to literary merit, and special adaptability to Sunday school and church entertainments. All of these selections happily serve to illustrate Biblical truths.

HOLIDAY ENTERTAINMENTS. Edited by Charles C. Shoemaker. Enlarged. Publication Department The National School of Elocution and Oratory. Philadelphia, 204 pp. Boards, 50 cents. Paper, 30 cents.

Upon examination, this volume will be found to be an enlargement of the same published last year. It is now almost double its former size, and contains a great and attractive variety of short dramas, dialogues, tableaux, stories, and recitations, adapted to all holidays, including New Year's, Washington's Birthday, Easter, Decoration Day, Fourth of July, Thanksgiving, and especially Christmas occasions. For all those who want something new for holiday entertainments, in the form of fresh and sparkling dialogues or recitations, for public or private use, this volume will be just what is needed, and with its great variety, cannot but please. Full descriptions accompany each selection when necessary.

HUMOROUS DIALOGUES AND DRAMAS. Compiled by Charles C. Shoemaker. Publication Department The National School of Elocution and Oratory. Philadelphia. 194 pp. Boards, 50 cents. Paper, 30 cents.

These dialogues, many of them old and familiar, but none the less good, are full of amusing character and laughable situations. The "Mouse Trap," and "Courtship Under Difficulties," are full of laugh and fun, and for lovers of parlor amusements, and theatricals, the dialogues found in this volume will entirely supply the need for anything humorous.

CLASSIC DIALOGUES AND DRAMAS. Compiled by Mrs. J. W. Shoemaker. Publication Department The National School of Elocution and Oratory. Philadelphia. 143 pp. Boards, 50 cents. Paper, 30 cents.

Classic dialogues are sometimes called for, and when a good one is needed, it is a great convenience to be able to refer to a volume, prepared with care, for the purpose. These selections are from the writings of the best dramatists, and embrace scenes and dialogues from Shakespeare, Bulwer, Sheridan, and others. There is probably no better collection published.

LITTLE PEOPLE'S DIALOGUES. For Children of Ten Years. By Clara J. Denton. Publication Department The National School of Elocution and Oratory. Philadelphia. 120 pp. Boards, 40 cents. Paper, 25 cents.

There is no form of public entertainment more fascinating than the performances of little children, and although much has been published for them, very little has been available or acceptable. To obviate this difficulty, Miss Denton has, with much care and labor, prepared this volume, expressly for little children. Part I. is designed for the youngest children,—Part II. for the older children, and the older and younger combined, and Part III., is for special occasions. The volume will be found to be a very useful adjunct to a teacher's list of helps for children's entertainments.

TEACHERS' MANUALS SERIES. Nos. 7, 8, 9, 10. Neatly bound in paper. 40 to 60 pp. 15 cents each. E. L. Kellogg & Co. New York and Chicago

No. 7. *Unconscious Tuition*, by Rev. F. D. Huntington, D.D. Bishop Huntington has placed all teachers under obligation to him by writing this work. It has had a remarkable sale; and this new edition with its latest corrections and with a clear and masterly analysis will surely attract more readers still. We urge every teacher to own this book, for it is wonderfully suggestive. Unless the teacher builds his work on the solid basis of a knowledge of the spiritual faculties his work will soon degenerate into a mechanism.

No. 8. *How to Keep Order*, by James L. Hughes, author of "Mistakes in Teaching." Mr. Hughes is one of the few men who know what to say to help the young teacher; a man of remarkable ability as Inspector of the Toronto Schools, he still knows what are the hard places in the teachers' work. Thousands are to-day asking, "How shall we keep order?" Thousands are saying, "I can teach well enough, but I cannot keep order." To such we recommend this little book. It will throw light and give valuable information. It will show that keeping order is in the power of every one—providing it is made a study.

No. 9. *How to Train the Memory*, by Rev. R. H. Quick. This volume is by the author of "Educational Reformers." It comes from school-room experience and is not a matter

of theory. Much attention has been lately paid to increasing the power of memory. The teacher must make it part of his business to store the memory, hence he must know how to do it properly and according to the laws of the mind. This the author explains clearly. It is a very timely book.

No. 10. *Fröbel's Kindergarten Gifts*, by Heinrich Hoffman. This forms No. 10 of the Teachers' Manuals. The author was a pupil of Fröbel, and he shows the use of the "Gifts" in a very clear manner. The "Gifts" are the means by which the child is amused, and at the same time instructed. The foundation is laid for the great many superstructures that must be built on it. The difficulties of the primary teacher arise from his not knowing this foundation; the laying of the primary concepts is the most important of all.

ALDEN'S MANIFOLD CYCLOPEDIA OF KNOWLEDGE AND LANGUAGE. With Illustrations. Volume 7, Calvin-Cevennes. New York: John B. Alden, Publisher. 60 pp. Price, per volume, cloth, 40 cents,—half Morocco, 55 cents.

John Calvin, the first title in Volume VII of Alden's Manifold Cyclopaedia, occupies seven pages, and the last,—Cevennes, a mountain range in the South of France, nearly one page. Between these are more than six hundred pages of useful material, devoted to topics in every department of human knowledge. There are over 100 illustrations in this volume, which in unison with all previous ones, show that the editorial work is in skilful hands.

EASY EXPERIMENTS IN PHYSICS. For Common Schools. By George W. Benton, A.B., instructor in physics and chemistry in Albion (N. Y.) High School. Daniel W. Puls, publisher, Albion. 19 pp.

This little book gives directions for the performance of one hundred simple experiments illustrating the leading facts in physics by the use of materials easily procured. Though no text-book has been taken as a basis, a natural order in the experiments has been followed. The author cautions teachers in regard to presenting facts too rapidly. Time should be allowed for pupils to assimilate the knowledge they have gained. By following the directions given, the teacher will surely awaken an interest in natural science.

REPORTS.

REPORT OF THE MINISTER OF EDUCATION, ONTARIO, FOR THE YEAR 1887, WITH STATISTICS FOR 1888. Hon. George W. Ross, Minister of Education.

The most noticeable feature of the instruction in the schools was the attention paid to drawing and music. The importance of drawing, especially, is recognized as a basis of all the training in the higher departments of mechanical drawing and industrial design. The number of teachers was 7,364, among whom were 2,727 males, a decrease from the previous year. This was due to the small pay, the insecurity of the teacher's tenure of office, and the difficulty of obtaining a residence, particularly in the rural districts. By the acts of the previous session, temperance and agriculture were placed upon the course of study in the public schools.

FIRST ANNUAL REPORT OF THE BOARD OF EDUCATION OF THE JAMESTOWN, N. Y., SCHOOLS, 1888. Samuel G. Love, Superintendent.

As many of our readers know, manual training has been incorporated in the course of study in the Jamestown schools, as an aid to mental development. The members of the board speak of it as follows: "The value of manual training as a regular part of school work, is now generally recognized; the growth of public sentiment in this direction has been very remarkable, as is shown by the number of towns and cities, in whose schools manual training has been introduced. It is, in the minds of leading educators, no longer a doubtful experiment, but a well established feature of the public school curriculum." The number of pupils registered in the schools last June was 2,542, and the average attendance was 1,648.

MASSACHUSETTS SOCIETY FOR PROMOTING GOOD CITIZENSHIP. Report of the Committee upon Courses of Reading and Study, on Works on Civil Government. Circular of Information, No. 1. Published by the Society. Rev. Edward E. Hale, D.D. President; C. F. Crehore, P. O. Box 1,362, Boston, Secretary.

ANNUAL REPORT OF THE PASADENA, CAL., PUBLIC SCHOOLS, 1888. E. T. Pierce, Superintendent.

The difficulty of furnishing school accommodations for this rapidly growing city will be appreciated when it is stated that from 1887 to 1888 the school population increased from 830 to 2,030. "Double sessions" were held in no less than ten departments. These pupils came from all parts of the land and from foreign lands. They represent the greatest diversity of school training, and hence the work of grading them is a very difficult one. Nevertheless the prospect before the schools is a bright one.

ANNUAL REPORT OF THE NEW HAVEN, CT., PUBLIC SCHOOLS, 1888. Samuel T. Dutton, Superintendent.

In the department of manual training considerably more attention was given to object drawing in all grades than formerly. The study of exact forms through the sense of sight and touch is made the basis of this instruction. In the higher work in free-hand drawing the elements of construction, representation and decoration were taught. It has been found that the more drawing is taught as a form of expression and applied in connection with all branches of instruction, the more educational it will become. Exercises for the little children are given that partake of the nature of kindergarten work, but are intended to be vitally related to other studies. Commendable progress was made in the woodwork department. Sewing and cooking have also been taught with considerable success. The number of persons between the ages of four and sixteen years was in January, 1888, 17,820; registration, 14,261; average number in daily attendance, 9,006; per cent of attendance in day schools, 82.0; children not attending school, 3,885; in public schools, 11,894; in private schools 2,042. The compulsory attendance law affects those between eight and fourteen years of age, and of these 98 per cent. were in the schools.

An Invincible Duet.

Sometimes, and with some natures, all that seems to be needed is confidence and a physician, a sensitive imagination properly guided is the remedy. But in desperate matters confidence and a good remedy make an invincible duet at whose assault disease promptly yields. Here is what the voice of experience has to say of it.

BUNKER HILL, March 14, 1888.
I feel that I cannot say too much in praise of Compound Oxygen Treatment. The first time I wrote you I was a complete physical wreck; my nerves so exhausted that it was with difficulty that I moved about the house. Last Thursday I walked a mile and a half in the country to visit a friend, and could have walked as far again, I think, without being tired. If my name and experience is of any use to you, you are at liberty to use them at any time.

MRS. FLORENCE BLUE.
We publish a brochure of 200 pages, regarding the effect of Compound Oxygen on invalids suffering from consumption, asthma, bronchitis, dyspepsia, catarrh, hay fever, headache, debility, rheumatism, neuralgia; all chronic and nervous disorders. It will be sent, free of charge, to any one addressing CTE. STANLEY & PALER, 1229 Arch St., Phila., Pa.; or 351 Montgomery street, San Francisco, Cal.



Thousand and One Questions and Answers.

These Question Books are absolutely without a rival in preparing for Examinations, for reviewing Pupils in School, or for use as Reference Books. They can be sold in every family that has children to educate. The author of these books is an experienced teacher.

On U. S. History.....Hathaway 50c. On English Grammar.....Hathaway 50c.
" Geography....." 50c. " Physiology and Hygiene....." 50c.
" Arithmetic....." 50c. " Theory and Practice of Teaching....." 50c.

Descriptive Circulars mailed free on application.

Campbell's Economic School Register.

COPYRIGHTED.

In very attractive Board Covers, removable insides..... 75c.
Fillers, Manila Covers..... 35c.

Descriptive Circulars mailed free on application.

This is the neatest and most excellently manufactured Register in the country. Its utility is not less apparent than its ARTISTIC merit. The Block System, originated and copyrighted by Prof. Campbell, is most economical of time in keeping the record, and by the really WONDERFUL condensation which it permits, is just as economical of money. One Register, which will last an ordinary School two years, costs but 75 cents by mail, post-paid, and a renewing Filler, lasting as much longer, costs less than half as much.

READ THIS TWICE.

Campbell's Economic Examination Record.

Board Covers, by mail, post-paid, 25 cents.

This has all the merits of durability, neatness, and economy of time and price, possessed by the preceding.

Words Correctly Spoken.

By ELROY M. AVERY, Ph.D. Retail Price, 15 cents.

Bound in extra cloth, stamped in black and gold, printed with red line borders, wittily written, valuable to all who would speak their mother tongue with accuracy.

Popular Synonyms.

Cloth 32mo. Price, 10 cents. By mail, 12 cents.

Twenty-five thousand words in ordinary use. Accurate, cheap, elegant. Elegantly stamped in ink and gold.

Rusk's Model Selections.

Nos. I, II, III, and IV. Paper, 25 cts.; Boards, 40 cts.

No. I. contains a chapter on the Principles of Elocution, embracing the subject of Elementary Sounds, Pitch, Volume, Quality, Movement, Accent, Emphasis, Articulation, Gesture, etc. No. IV. is devoted to selections for the Young.

Lithographed Covers, about 150 pages, 12mo. in each number.

The Perfect Progressive Euchre Score-Marker.

COPYRIGHTED.

No sticky wafers. No mistakes. Absolutely infallible.

PRICES: For 3, 4 or 5 Tables.....\$0.50 per set, post-paid.
For 6, 7 or 8 "......75 " "
For 9 or 10 "......1.00 " "
For 12 "......1.25 " "
For 15 "......1.50 " "

SPECIAL NOTICE.—Sets can be used only for designated number of tables.

THE BURROWS BROTHERS COMPANY,
23, 25, 27 EUCLID AVE., CLEVELAND, O.

Publishers' Agents for above:

Messrs. E. L. KELLOGG & CO., 25 Clinton Place, N. Y.

THE SCHOOL SUPPLY PUBLISHING CO., 36 Bond Street, New York.

NOW READY:

ESSENTIALS OF GEOGRAPHY

— FOR —

1888-'89.

By G. C. FISHER,

Superintendent of Schools at Weymouth, Mass.

Fourth Annual Edition—Revised and Enlarged.

This edition of the "ESSENTIALS" is by far the best and most complete ever published.

The "ESSENTIALS" was adopted last year by more than 50 Cities and Towns, Normal and Private Schools throughout the country, as a *Supplementary Text-Book*, purely on its merits.

ALL SPEAK IN THE HIGHEST PRAISE OF THE BOOK.

We are now prepared to send the book, together with *twelve Perforated Maps* for Slate Drawing, for 60 cts., postpaid; without the Perforated Maps, for 50 cts.

SPECIMEN PAGES FREE.

Teachers, School Officers, and the Trade promptly supplied. For introduction rates, address

NEW ENGLAND PUBLISHING CO.,

3 Somerset Street, Boston.

READERS will confer a favor by mentioning the JOURNAL when communicating with advertisers.

IMPORTANT NEW BOOKS

PUBLISHED BY

T. Y. Crowell & Co.,
No. 13 ASTOR PLACE, NEW YORK.

VICTOR HUGO'S WORKS.

Over 600 illustrations. Calendered paper. Cloth, gilt top, 15 vols., 12mo., \$22.50; half calf, extra \$45.00; half crushed morocco. \$52.50; half crushed levant, \$60.00.

Les Misérables, 5 vols. *Notre Dame*, 2 vols. *Ninety-Three*, 2 vols. *Tollers of the Sea*, 2 vols. *History of a Crime*, 2 vols. *By Order of the King*, 2 vols.

Volumes in this set sold separately in cloth and half calf bindings.

The above are also furnished in a Popular Edition, 6 vols., Cloth, \$9.00; or in half calf, 6 vols., \$18.

In view of the present remarkable reawakening of interest in the works of Victor Hugo, the above edition of his six greatest works will doubtless meet with a warm welcome. They are all, without exception, entirely new translations, prepared with the greatest care and deserving of the highest praise. The letter-press and illustrations, as well as the bindings, make them in every way suitable for the library or for gift books.

THE LIFE OF LA FAYETTE.

"The Knight of Liberty," by Mrs. LYDIA HOTT FARMER, author of "Boys' Book of Famous Rulers," etc. Fully illustrated. 12mo., \$1.50.

This volume is a studious portrayal of the career of the Knight of Liberty in two worlds and two centuries. America, which is indebted to this eminent son of France for his revolutionary aid, will prize the present book. Every student of History should have it.

FAMOUS AMERICAN STATESMEN.

By SARAH K. BOLTON, author of "Poor Boys Who Became Famous," etc. With portraits of Washington, Franklin, Jefferson, Hamilton, Webster, Sumner, Garfield and others. A companion book to "Famous American Authors." 12mo., \$1.50.

The book has all the elements of popularity. It is simple, honest, pure-minded and patriotic. It is intended for young readers, and will certainly do them good.

A NUMSKULL

Don't want to know How to become Quick at figures, but any *business man* who wants to excel in his business and don't want any one to be too sharp for him, or any *clerk* who wants to make most of his time, is ambitious for *promotion*, and determined to command a *high salary* or a *partnership*, can, by the careful study of this book, largely improve his abilities, his worth, and his prospects.

BY MAIL, POST-PAID, \$1.00.

NIMS & KNIGHT, TROY, N. Y.

ELOCUTION,

(From the Brooklyn Daily Times.)

A Successful Teacher of Elocution.

"Miss Adela Rankin, a lady in the foremost ranks of elocutionists has the happy faculty of being able to impart to others the knowledge she herself possesses. Miss Rankin's system develops the lungs, enlarges the chest and gives to weak and sickly pupils robustness of form and vigorous health. She has lately taken up the treatment of stammering and has met with remarkable success."

For further particulars address 31 East 17th St., New York, or P. O. Box 234, Jamaica, L. I.

STATE NORMAL SCHOOL, NEW PALTZ, N. Y.

Established to prepare teachers for the public schools. Next term begins September 5, 1888. Tuition free and text-books furnished. Traveling expenses paid one way. For circulars or further information, address,

FRANK S. CAPEN, Principal.
New Paltz, Ulster Co., N. Y.

TEACHERS' BOOKS.

TEACHERS' PRICES

Elegant 84 page descriptive catalogue free if you mention this paper. Largest stock; largest discounts; promptness. Also catalogue of 1000 Best books for School Libraries; heavy discounts. Buy of us.

E. L. KELLOGG & CO., Educational Pubs.,
25 Clinton Place, N. Y. 151 Wabash Av., Chicago.

Books for Teachers.

OUR list of these books is now the largest and best. It embraces *fifty* live, practical, modern books. Some new ones now ready are:

Gardner's Town and Country School Buildings.

Cloth, quarto, 160 pp. Contains 25 designs of schools of all grades, but specially of country school-houses. 150 illustrations. Four-page descriptive circular free. Price, \$2.00 net.

Southwick's Quiz-Manual on Theory and Practice of Teaching.

Cloth, 16mo, 132 pp. Price, 75 cts.; to teachers, 60 cts.; by mail, 6 cts. extra.

Welch's Talks on Psychology.

By A. S. WELCH, LL.D., of Iowa. 16mo, cloth, 136 pp. Price, 50 cts.; to teachers, 40 cts.; by mail, 5 cts. extra.

Welch's Teachers' Psychology.

About 400 pp. Ready in November. Price, \$1.25. Send 84 cts. before Nov. 20th for one copy post-paid.

Dewey's How to Teach Manners.

By Mrs. J. M. DEWEY. Cloth, 16mo, 108 pp. Price, 50 cts.; to teachers, 40 cts.; by mail, 5 cts. extra.

Teacher's Manuals Series.—4 New Nos. (10 Nos. in all)

Paper, 26 to 64 pp. Each, 15 cts.; to teachers, 12 cts.; by mail, 5 cts. extra.

7. Huntington's Unconscious Tui- 9. Quick's How to Train the tion. Memory.
8. Hughes' How to Keep Order. 10. Hoffmann's Kindergarten Gifts.

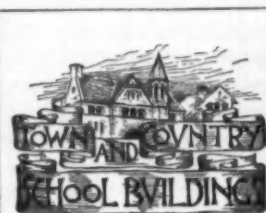
100 Page Descriptive Catalogue of all Teachers' Books published sent to any address for **6c**
We keep 300 of the best of these books in stock at teachers' prices.

New list of 1,000 Best Books for School Libraries sent for 6c. in stamps.

FOR TEN CENTS

and the names of two or more first-class agents for books and papers, in your town, we will send both of the above catalogues and Hughes' HOW TO KEEP ORDER, just published. Mention this paper.

E. L. KELLOGG & CO., Educational Publishers
NEW YORK and CHICAGO.



E. C. GARDNER.

E. L. KELLOGG & CO. NEW YORK & CHICAGO.

Scrofula

Probably no form of disease is so generally distributed among our whole population as scrofula. Almost every individual has this latent poison coursing his veins. The terrible sufferings endured by those afflicted with scrofulous sores cannot be understood by others, and their gratitude on finding a remedy that cures them, attests a well person. The wonderful power of

Hood's Sarsaparilla

In eradicating every form of Scrofula has been so clearly and fully demonstrated that it leaves no doubt that it is the greatest medical discovery of this generation. It is made by C. I. HOOD & CO., Lowell, Mass., and is sold by all druggists.

100 Doses One Dollar

What Scott's Emulsion Has Done!

Over 25 Pounds Gain in Ten Weeks. Experience of a Prominent Citizen.

THE CALIFORNIA SOCIETY FOR THE SUPPRESSION OF VICE.
SAN FRANCISCO, July 7th, 1888.

I took a severe cold upon my chest and lungs and did not give it proper attention; it developed into bronchitis, and in the fall of the same year I was threatened with consumption. Physicians ordered me to a more congenial climate, and I came to San Francisco. Soon after my arrival I commenced taking Scott's Emulsion of Cod Liver Oil with Hypophosphites regularly three times a day. In ten weeks my avoirdupois went from 155 to 180 pounds and over; the cough meantime ceased. C. R. BENNETT.

SOLD BY ALL DRUGGISTS.

DR. WARNER'S HEALTH UNDERWEAR.
Made of pure Camel's Hair and fine Australian Wool. It is the best Underwear made. It is the most durable. It is free from all dye. It will not irritate the skin. It has special electric properties.

It is a protection against colds, catarrh, rheumatism and malaria.

Manufactured in all styles for Men, Women and Children. For sale by all leading merchants. Catalogue, with prices, sent on application.

Warner Bros., 359 Broadway, N. Y.
Branch, 257 State St., Chicago.

HEALTHY CHILDREN WEAR THE PERFECT-FITTING GOOD SENSE CORDED CORSET WAISTS
SOLD BY LEADING RETAILERS
Everywhere. If you want your child to be stamped "GOOD SENSE" Take no other. Send for descriptive circular.
FERRIS BROS., Manufacturers,
341 Broadway, NEW YORK.

CURE FOR THE DEAF

FRANK'S PATENT IMPROVED CURVED EAR DRUMS Perfectly restore the Hearing, whether deafness is caused by colds, fevers or injuries to the natural drum. Invisible, comfortable, always in position. Music, conversation, whispers heard distinctly. Write to F. H. FRANK, 843 Broadway, cor. 14th St., New York. Send illustrated book of proof FREE.

READERS will confer a favor by mentioning THE JOURNAL when communicating with advertisers.

THE PUBLISHERS' DESK.

Among the most practical and popular of the many excellent text-books recently published on the subject, is Mowry's Studies in Civil Government, issued by Messrs. Silver, Burdett & Co., of 50 Bromfield Street, Boston. The book was published less than one year ago, and already has become adopted for use in a large number of the leading High Schools, Normal Schools, Seminaries, and Academies, of the country. It is unquestionably one of the best books yet on the subject. A sample copy will be mailed to any teacher for examination, on receipt of introductory price, and every teacher is advised to examine Mowry's Studies in Civil Government, before beginning with another class.

Much of the drudgery of school-room work might be greatly lightened by the use of Bartley's Improved School Records. The Daily and Monthly Record, is a pocket daily book for recording attendance, deportment and recitation; names written but once a term. The Monthly Year Card, is for class inspection by parents. The Monthly Term Card is used for a term, instead of for a year. The Weekly Term Card is sent to parents weekly instead of monthly. Samples are sent postpaid for 10 cents by Taintor Brothers & Co., Publishers, 18 Astor Place, New York.

Now is the time to keep warm! Not by means of spirituous liquors, imparting a false and delusive glow, but through the aid of the cup that cheers, but not inebriates. Enjoy a cup of good tea and coffee, bought of The Great American Tea Company, 31 Vesey Street, New York. Also enjoy some of the fine premiums, which go with purchases, such as a beautiful gold-band, or moss-rose china tea-set, or handsome decorated gold-band moss-rose dinner-set, or gold-band or moss-decorated toilet-set, or white granite dinner-set, or beautiful parlor hanging-lamp, or watch, or Webster's Unabridged Dictionary.

Students, academies, or professional workers in need of optical goods will notice with pleasure that Messrs. W. H. Walmsley & Co., successors to R. & J. Beck, of 1016 Chestnut street, Philadelphia, continue in the manufacture of microscopes and all accessories and apparatus, photographic outfits for amateurs, spectacles, eye-glasses, opera and marine glasses, etc. Their illustrated price list is mailed free to any address; mention the SCHOOL JOURNAL in corresponding with us.

Among the books in which every progressive teacher is interested are: Ivison, Blakeman and Company's latest issues of White's Industrial Drawing—Revised. Based on the illustrative use of concrete forms. Metcalf's Spelling and Language Book. By Robert C. Metcalf, Supervisor of Schools, Boston. Written in harmony with present methods of instruction, and Dr. Lockwood's Animal Memoirs, the first of a series of books, remarkable for its grace and beauty, full of the most delightful stories of animals, such as boys and girls especially love to read. Compton's First Lessons in Wood-working. A practical work by a practical man. The author has the advantage of having worked out every lesson in the book, with numerous classes. Beginning with the knife and the hatchet, and gradually introducing all the tools and materials necessary for the making of a box and a paneled door.

New England teachers and teachers of the North-west, will be interested mutually with the school officers of these sections, in the work of the Bridge Teachers' Agency, of 110 Tremont Street, Studio Building, Boston, and 21 W. 5th Street, St. Paul, Minn. Good teachers are recommended by this agency to school officers. Good places are secured for successful teachers. Circulars will be sent on application.

LOG CABINS were not hot houses and the people who dwelt in them were not hot-house growths. They were a hardy, healthy generation and the remedies used were simple preparations reproduced in Warner's Log Cabin Cough and Consumption Remedy, and Warner's "Tippecanoe" the great stomach tonic.

TEACHERS' AGENCIES.

VACANCIES.

Many of the most desirable school positions become vacant during July and August. Probably not a desirable position in the United States becomes vacant which is not known almost immediately to the
TEACHERS' CO-OPERATIVE ASSOCIATION, 170 STATE ST., CHICAGO.
Branches: } Box 1999, New York City.
 } St. Paul, Minn.: German American Bank Building. } ORVILLE BREWER, Manager.

PENNSYLVANIA EDUCATIONAL BUREAU.

BUSINESS TRANSACTED IN ALL THE STATES AND TERRITORIES.

WE NEED SEVERAL HUNDRED FIRST-CLASS TEACHERS.

Send for circulars and list of testimonials. L. B. LANDIS, 205 N. 7th St., Allentown, Pa.

UNION TEACHERS' AGENCY.

RIP VAN WINKLE would not be just the man to conduct a Teachers' Agency in these days of sharp competition. Eternal vigilance, and active and honest representation are the important factors of success in this business. Prompted by this principle, the UNION TEACHERS' AGENCY has been hard at work during the hot summer months and the results of the campaign are quite satisfactory.

Do not for a moment suppose that the rest of the year. Oh, no, many unexpected vacancies occur during the fall months. Resignations to accept better places, sickness, marriage, failure to pass examinations, etc. make sudden changes. SCHOOL OFFICERS, you can be relieved from your embarrassment when your teacher leaves unexpectedly by applying to this Agency for an A. No. 1 teacher—just such as you may need. We always have good ones on our list and we shall always be glad to serve you promptly.
W. D. KERR, Manager, 16 Astor Place, New York City.

WOMAN'S EXCHANGE

Teachers' Bureau.

(FOR BOTH SEXES.)

Supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families and Churches. Also Bookkeepers, Stenographers, Copyists and Cashiers to Business Firms.

Address (Mrs.) A. D. CULVER, 329 Fifth Ave., N. Y.

Teachers' Agency OF RELIABLE

American and Foreign Teachers, Professors, and Musicians, of both sexes, for Universities, Colleges, Schools, Families, and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property, SCHOOL FURNITURE and school supplies. Best references furnished.

E. MIRIAM COVIERE, 31 E. 17th Street, between Broadway and Fourth Avenue, New York City.

For larger salaries, or change of location address Teachers' Co-operative Association, 170 State Street, Chicago, Ill., Orville Brewer, Manager.

CHARLES De SILVER & SONS, INTERLINEAR CLASSICS.

"We do amuse to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.
Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers, \$1.50.
Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of Classics, and to all other systems. Price to Teachers, \$1.10.
Sargent's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Manesca's French Series, etc.
Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

KINDERGARTEN MATERIAL

J. W. SCHERMERHORN & CO., 7 EAST 14th ST., N. Y.

WARMAN'S Orthoëpy.

Most complete work published on the subject of pronunciation. The appendix contains 6,400 words usually mispronounced. Every pronunciation given accords with Worcester and Webster. When authorities do not agree both are quoted. A large handsome volume. Cloth, \$2. Half Mor., \$2.50. Full Mor., \$3.00. Sent by mail on receipt of price. We WANT A GOOD AGENT in every town. Just published! No competition! Only book of the kind! Sells on sight to every teacher, student and educated person. W. H. HARRISON, JR., Pub. Co. 415 B Dearborn St., Chicago.

PIANOS FROM \$150 TO \$1500. UNIVERSITY ORGANS FROM \$35 TO \$500.
Famous for Beauty, Sweetness, Durability. No Agents. Sent from factory direct to purchaser. You save the enormous expenses of agents. Guaranteed six years, and sent for trial in your own home. VICTORIOUS for 80 YEARS. Catalogue free. March 25th, 235 E. 21st St. N. Y.

"Something for your Reception. And you don't know where to find it?"

Well, you won't make a mistake if you send 27 cents to E. L. Kellogg & Co., of 25 Clinton Place, N. Y., for one of their Reception Days. There are 4 Nos. of 100 pages each, crammed full of good things—pieces to speak, recitations, dialogues, class exercises, etc., that can be used—all, not one or two in a book. Every piece is suitable for school use. Thousands already in use. They are the most popular of such books published. Try one and see—or a set of four—\$1.00, postpaid.

E. L. KELLOGG & CO., Educational Pubs., 25 CLINTON PLACE, N. Y.

AMERICAN AND FOREIGN Teachers' Agency.

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, American and Foreign Teachers' Agency, 23 Union Square, New York.

AMERICAN SCHOOL BUREAU.

AN EFFICIENT TEACHERS' AGENCY.

Registrars on form for stamp. No charge to employers.
R. E. AVERY, 2 West 14th St., New York.

SCHERMERHORN'S TEACHERS' AGENCY.

Oldest and best known in U. S.

Established, 1855.

7 EAST 14TH STREET, N. Y.

BRIDGE TEACHERS' AGENCY

110 Tremont St. 21 W. 5th St.
Studio Building, BOSTON. ST. PAUL, MINN.
Good teachers recommended to school officers. Good places for successful teachers. Circulars on application.

No. (G) 1103 Walnut Street, Philadelphia. PUBLISHERS OF

INTERLINEAR CLASSICS.

"We do amuse to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.
Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers, \$1.50.
Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of Classics, and to all other systems. Price to Teachers, \$1.10.
Sargent's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Manesca's French Series, etc.
Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

KINDERGARTEN MATERIAL

J. W. SCHERMERHORN & CO., 7 EAST 14th ST., N. Y.

WARMAN'S Orthoëpy.

Most complete work published on the subject of pronunciation. The appendix contains 6,400 words usually mispronounced. Every pronunciation given accords with Worcester and Webster. When authorities do not agree both are quoted. A large handsome volume. Cloth, \$2. Half Mor., \$2.50. Full Mor., \$3.00. Sent by mail on receipt of price. We WANT A GOOD AGENT in every town. Just published! No competition! Only book of the kind! Sells on sight to every teacher, student and educated person. W. H. HARRISON, JR., Pub. Co. 415 B Dearborn St., Chicago.

PIANOS FROM \$150 TO \$1500. UNIVERSITY ORGANS FROM \$35 TO \$500.
Famous for Beauty, Sweetness, Durability. No Agents. Sent from factory direct to purchaser. You save the enormous expenses of agents. Guaranteed six years, and sent for trial in your own home. VICTORIOUS for 80 YEARS. Catalogue free. March 25th, 235 E. 21st St. N. Y.

"Something for your Reception. And you don't know where to find it?"

Well, you won't make a mistake if you send 27 cents to E. L. Kellogg & Co., of 25 Clinton Place, N. Y., for one of their Reception Days. There are 4 Nos. of 100 pages each, crammed full of good things—pieces to speak, recitations, dialogues, class exercises, etc., that can be used—all, not one or two in a book. Every piece is suitable for school use. Thousands already in use. They are the most popular of such books published. Try one and see—or a set of four—\$1.00, postpaid.

E. L. KELLOGG & CO., Educational Pubs., 25 CLINTON PLACE, N. Y.

THE publishers of the JOURNAL would esteem it a favor if names of teachers who do not take it, and who would be likely to be interested, are sent them that they may send them specimen copies.

MORAL: INSURE IN THE TRAVELERS.



BROWN'S FRENCH DRESSING

FOR
LADIES' & CHILDREN'S
BOOTS AND SHOES.

Awarded highest honors at
Phila., 1876; Melbourne, 1880;
Berlin, 1877; Frankfurt, 1881;
Paris, 1878; Amsterdam, 1883;
New Orleans, 1884-85.
Paris Medal on every bottle.
Beware of Imitations.

WANTED.

WANTED Men acquainted with schools, to sell
School Furniture. Address, Favor-
ite Desk and Seating Co., Detroit, Michigan.

GOLD You can live at home and make more money at work for us
than at anything else in the world. Either sex, all ages. Con-
sult with us. Terms FREE. Address: FURN & CO., Augusta, Maine.

CALL AT THE
DENTAL ROOMS

OF
DR. W. J. STEWART,
362 WEST 23rd STREET.
If your teeth are needing attention. Reliable
Work. Moderate Charges. Plastic Billing for
broken down and sensitive teeth, a specialty.
Refers to A. M. Kellogg, Editor SCHOOL JOURNAL

Peoples Line Steamers

ON THE HUDSON RIVER.
DREW, DEAN RICHMOND,
CAPT. S. J. ROE. CAPT. THOMAS POST.

Leave NEW YORK for ALBANY every
week-day at 6 P. M., from Pier 41, North River,
foot of Canal St. Connecting at Albany next
morning, except Sundays, with trains for the
North, East, and West.
Leave ALBANY for NEW YORK every
week-day at 8 P. M., or on arrival of trains
from the North, East, and West.
Tickets on sale throughout the North, South,
East and West, at principal Railroad and Steam-
boat Offices. Saratoga office, 300 Broadway.
J. H. ALLAIRE, General Ticket Agent, pier 41,
N. R., foot Canal St., N. Y.; M. B. WATERS, Gen'l
Pass. Agent, Albany, N. Y.

Three More Harvest Excursions.
At Half-fare Rates. To Points West,
Northwest, and Southwest
from Chicago.

Only three more chances at extraordi-
nary low rates, to see the wonderful
country and crops of the Great West,
during the Harvest Season of 1888. Im-
prove the opportunity afforded by the
GREAT ROCK ISLAND ROUTE, which offers
(in addition to round-trip half-fare tickets)
the inducements of a delightful journey
in its famous palace cars.

DATES OF EXCURSIONS. Leave Chicago
Tuesday, September 25th; Tuesday, Oc-
tober 9th, and Tuesday, October 23d, 1888,
for points in Kansas, Nebraska, North-
western Iowa, Minnesota, and Dakota.

THE RATE, ONE FARE FOR THE ROUND
TRIP. Tickets first-class, and good 30 days
for return passage. Be sure your tickets
read via the GREAT ROCK ISLAND ROUTE,
which enjoys the superior advantage of
OPERATING ITS OWN LINES to principal
points in the above-named states.

For rates and full particulars, address
A. B. FARNSWORTH, General Eastern Pass-
enger Agent, 257 Broadway, New York
City, or E. A. HOLBROOK, G. T. & P. A.,
Chicago, Ills.

AGENTS WANTED
10 CENTS PER COPY
SENT BY MAIL

THE
GREAT AMERICAN
TEA
COMPANY

One Dipped
Writes a Letter.
FOUNTAIN PEN CO.
New York, N.Y.



How to Cure Skin & Scalp DISEASES with the CUTICURA REMEDIES.

THE MOST DISTRESSING FORMS OF SKIN
and scalp diseases, with loss of hair, from
infancy to old age, are speedily, economically and
permanently cured by the CUTICURA REMEDIES,
when all other remedies and methods fail.
CUTICURA, the great Skin Cure, and CUTICURA
SOAP, an exquisite Skin Beautifier, prepared from
it, externally, and CUTICURA RESOLVENT, the new
Blood Purifier, internally, cure every form of skin
and blood disease, from pimples to scrofula.
Sold everywhere. Price, CUTICURA, 50c.; SOAP,
25c.; RESOLVENT, \$1. Prepared by the FOSTER
DRUG AND CHEMICAL CO., BOSTON, MASS.
Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily
skin prevented by CUTICURA SOAP.
Relief in one minute, for all pains and weak-
nesses, in CUTICURA ANTI-PAIN PLASTER,
the only pain-killing plaster. 25c.

Missouri Pacific Railway.

"COLORADO SHORT LINE,"

—FROM—

ST. LOUIS

—TO—

Denver, Manitou, Pike's Peak,

ALL ROCKY MOUNTAIN RESORTS,
AND CALIFORNIA.

Through Pullman Buffet Sleeping Cars. 400
Miles the Shortest Line, St. Louis to the City of
Mexico. The Iron Mountain Route is the Only
Line to the Hot Springs of Arkansas and All
Points in the Southwest. Five Daily Trains.

H. C. TOWNSEND,

General Passenger and Ticket Agent,
St. Louis, Mo.

JOHN E. ENNIS, 190 Clark St.

BUCKEYE BELL FOUNDRY.
Bells of Pure Copper and Tin for Churches,
Schools, Fire Alarms, Farms, etc. FULL
WARRANTED. Catalogue sent Free.
VAN DUZEN & TIFF, Cincinnati, O.

Special, far sounding & highly acousti-
cated Bells for Schools, Churches, etc.
MENEELY & CO. Estab-
lished 1836
WEST TROY, N. Y.
Description prices and on application.

Mechanical Bell Foundry
Finest Grade of Bells
Church and School Bells
Send for Price and Catalogue. Address
H. MESHANE & CO.,
New York, N.Y.

BOOKS FOR SCHOOL LIBRARIES.

We now are ready to
supply suitable books for
School Libraries. School
Officers and Teachers who
wish to start or add to
their School Libraries, will
receive free on application
a descriptive list of books
with prices. This list is
probably the best selection of the size made,
and is graded to suit the age of the reader
and also classified into subjects.

E. L. KELLOGG & CO., 25 Clinton Pl. N. Y.

TEACHERS' BOOKS
AT
TEACHERS' PRICES

GOOD NEWS TO LADIES!

ENJOY A CUP OF GOOD TEA AND COFFEE.
Send to the OLD RELIABLE. No Humbug.

Greatest inducements ever offered. Now's your time to get up
orders for our celebrated TEAS and COFFEES, and secure a
beautiful Gold Band or Moss Rose China Tea Set, or Handsome
Decorated Gold Band Moss Rose Dinner Set, or Gold Band or Moss
Decorated Toilet Set, or White Granite Dinner Set, or Beautiful Parlor
Hanging Lamp, or Watch, or Webster's Unabridged Dictionary.
No house can give the same quality of goods and premiums as we.
We stand at the head and defy competition.
For full particulars, address

THE GREAT AMERICAN TEA COMPANY
P. O. Box 285. 31 & 33 Vesey St., New York.

"Mamma," inquired Flossie, "didn't
the minister say I got my eyes from
you?"
"Yes, dear."
"And you really used to have four
eyes, mamma?"

Little Nellie, aged four years, was out
riding one day. While passing a ceme-
tery, she looked up to her mother and
said:
"Mamma, how long after they bury
any one before their grave-stones come
up?"

Inquisitive party: "Whose funeral is
this?"
Irish undertaker: "Mine, sor."

"Maria," said Snifkins, as he sat at the
breakfast table, "just glance at the weath-
er bureau's predictions for to-day in the
newspaper, will you?" "It says fair
weather and lower temperature." "Fair
weather and lower temperature! ask the
girl to find me an umbrella and a fan."

Life Insurance Agent: "Sign your
name just here, Mr. Doppenheimer."
Doppenheimer: "Nein. I don't sign my
name to dose t'ings."
Insurance Agent: "Then you'll not get
the money."
Doppenheimer: "If I wash git the
money, den I signs him."
Insurance Agent: "But the money
isn't paid until you are dead."
Doppenheimer: "What wash dot?
When I am dead I don't wants der money.
I tole you, you go insure mit some fellers
what don't know no better!"

Sympathetic old lady, to convict: "Ah,
my unfortunate friend, your fate is in-
deed a hard one, and as she thinks of you
here in this dreadful place, how your poor
wife must suffer!"

Convict, very much affected: "Why
which one, mum? I'm up for bigamy."

Summer visitor at farm-house (to old
lady: "Your son, I understand, is a peda-
gogue.")

Old lady: "I guess not, unless it hap-
pened lately. When he writ me last
month, he was teachin' school and doin'
right smart."

A rather gaily dressed young lady asked
her Sunday-school class:

"What is meant by the pomp and vani-
ties of the world?"

The answer was honest, but rather un-
expected:

"Them flowers on your hat."

IMPORTANT.

When visiting New York City, save Baggage
Express and Carriage Hire, and stop at the
Grand Union Hotel, opposite Grand Central
Depot.

600 Handsomely Furnished Rooms at \$1 and
upwards per day, European plan. Elevators and
all Modern Conveniences.
Restaurants supplied with the best. Horse cars,
stages, and elevated railroads to all depots. You
can live better for less money at the Grand Union
Hotel, than any other first-class hotel in the City.

ADVICE TO MOTHERS.

MRS. WINSLOW'S SOOTHING SYRUP should
always be used for CHILDREN TEETHING.
SOOTHES THE CHILD, SOFTENS THE GUMS, allays
all pain, CURES WIND COLIC and is the BEST REM-
EDY FOR DIARRHŒA. 25 CTS A BOTTLE.

Mistress—"Bridget, I wish you
wouldn't go out this afternoon. I am not
feeling very well."

Bridget—"Faith, but that's a quare
reason. I'm well enough meself, ain't I?"

"I am so glad your sister enjoyed her
visit to us, Mr. Smith."

"Oh, well you know, she is the sort of
girl who can enjoy herself anywhere, you
know."

Catarrh Cured.

A clergyman, after years of suffering from that
loathsome disease, Catarrh, and vainly trying
every known remedy, at last found a recipe
which completely cured and saved him from
death. Any sufferer from this dreadful disease
sending a self addressed stamped envelope to
Prof. J. A. Lawrence, 88 Warren St., New York
City, will receive the recipe free of charge.

Mr. Smith—"Are you fond of repartee,
Miss Elsie?"

Elsie—"No, sir; I prefer Oolong."

We are willing to bear personal testimony to the
efficacy and value of Hood's Sarsaparilla, which
we have been advertising some years in our paper,
having used it for blood impurities with great
success. It is a preparation of standard merit,
made of perfectly pure ingredients, and thorough-
ly effective in cleansing and purifying the system.
For eruptions, boils, etc., it can be relied upon
every time. Our own experience with it has been
most gratifying, and we are glad to give it this
endorsement.—Athol (Mass.) Transcript.

Ask For Ayer's

Sarsaparilla, and be sure you get it,
when you want the best blood-purifier.

With its forty years
of unexampled suc-
cess in the cure of
Blood Diseases, you
can make no mis-
take in preferring
Ayer's

Sarsaparilla

to any other. The
fore-runner of mod-
ern blood medicines,
Ayer's Sarsaparilla
is still the most pop-
ular, being in great-
er demand than all
others combined.

"Ayer's Sarsaparilla is selling faster
than ever before. I never hesitate to
recommend it."—George W. Whitman,
Druggist, Albany, Ind.

"I am safe in saying that my sales of
Ayer's Sarsaparilla far excel those of
any other, and it gives thorough satisfac-
tion."—L. H. Bush, Des Moines, Iowa.

"Ayer's Sarsaparilla and Ayer's Pills
are the best selling medicines in my
store. I can recommend them consci-
entiously."—C. Bickhaus, Pharmacist,
Roseland, Ill.

"We have sold Ayer's Sarsaparilla
here for over thirty years and always
recommend it when asked to name the
best blood-purifier."—W. T. McLean,
Druggist, Augusta, Ohio.

"I have sold your medicines for the
last seventeen years, and always keep
them in stock, as they are staples.
'There is nothing so good for the youth-
ful blood' as Ayer's Sarsaparilla."—
R. L. Parker, Fox Lake, Wis.

"Ayer's Sarsaparilla gives the best
satisfaction of any medicine I have in
stock. I recommend it, or, as the
Doctors say, 'I prescribe it over the
counter.' It never fails to meet the
cases for which I recommend it, even
where the doctors' prescriptions have
been of no avail."—C. F. Calhoun,
Monmouth, Kansas.

Ayer's Sarsaparilla,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.
Price \$1; six bottles, \$5. Worth \$5 a bottle.

Place's Remedy for Catarrh is the
Best, Easiest to Use, and Cheapest.
CATARRH
Sold by druggists or sent by mail.
50c. E. T. Haseltine, Warren, Pa.

E. L. KELLOGG & CO.'S Educational Publications.

THE SCHOOL JOURNAL.
16 large pages. Weekly, per year, \$2.50

THE TEACHERS' INSTITUTE
AND PRACTICAL TEACHER. Monthly, per yr. 1.25

TREASURE-TROVE.
An illus. paper for young people. Per year, 1.00

Love's Industrial Education.
12mo, cloth, 340 pages, 1.75

Currie's Early Education.
16mo, cloth, 300 pages, 1.25

The Reading Circle Library.

No. 1. Allen's Mind Studies for Teachers. .50

" 2. Froebel's Autobiography. .50

" 3. Wilhelm's Students' Calendar. .30

" 4. Hughes' Mistakes in Teaching. .50

" 5. Hughes' Securing Attention. .50

Seeley's Grube's Method of
Teaching Arithmetic. (Nearly ready.)

Patridge's "Quincy Methods."
Cloth, 12mo, 686 pages, illustrated, 1.75

Parker's Talks on Teaching.
Cloth, 16mo, 196 pages, 1.25

Shaw's National Question Book.
Cloth, 12mo, 356 pp. Net, postpaid, 1.50

The Practical Teacher. 1.50

Tate's Philosophy of Education. 1.50

Fitch's Lectures on Teaching. 1.25

Payne's Lectures on the Sci-
ence and Art of Education. New edition. 1.00

Shaw and Donnell's School De-
vices. Cloth, 16mo, 317 pages, 1.25

Teachers' Manual Series, 6 Nos. each .15

Kellogg's School Management. .75

Johnson's Education by Doing. .75

Southwick's Handy Helps. 1.00

Reception Day. Six Nos. .30

Song Treasures. A popular school
music book. 56 pp. Bright, original music. .15

Pooler's N. Y. State School Laws .30

The Best Hundred Books. .20
50 per cent. discount to teachers, postage extra,
(usually 10 per cent. of price) except those marked net.
25 Clinton Place, New York.

BOSTON UNANIMOUS FOR APPLETONS' STANDARD COPY-BOOKS.

At a Meeting of the Board of Education of Boston, on Tuesday Evening, June 12, 1888, Appletons' Series of Copy-Books was unanimously adopted for use in the public schools of that city.

Full particulars of this popular pen-inspiring series may be obtained by addressing
D. APPLETON & CO., Publishers, New York, Boston, Chicago, Atlanta, San Francisco.

Eclectic Series, Angular Penmanship.

ANNOUNCEMENT:

ECLECTIC ANGULAR HAND.

We have just added to our list:

A Complete Course of Instruction for Ladies in the present Fashionable Angular Penmanship, by Prof. John P. Gordon, London, and Practice Cards by R. and L. McLaurin.

INTRODUCTION AND SAMPLE COPY PRICE:

Eclectic Angular Hand, six copy books, including books of notes, invitations and other forms, each,	8 cents.
Practice Cards, four cards in envelope, same size as copy books, per set,	15 cents.
Complete set of the Eclectic Angular Hand, by mail, for examination,	65 cents.

VAN ANTWERP, BRACC & CO., Publishers,
CINCINNATI. NEW YORK. BOSTON.

Our Republic: A Civil Government for High School and Academies

—BY—
Prof. M. B. C. TRUE, Author of Civil Government of Nebraska.
Hon. JOHN W. DICKINSON, Sec'y of Mass. Bd. of Education.

Accurate in statement and not technical in method of treatment. The Historic Introduction shows the Genesis of the Constitution. Interstate Commerce. The Civil Service Law. The States and their Sub-divisions of Governments and powers, and Business Affairs, all receive proper attention.

LEACH, SHEWELL, & SANBORN, Publishers,
34 Harrison Ave. Extension, Boston 16 Astor Place, New York
General Western Agency, 106 Wabash Avenue, Chicago.

The attention of Teachers is invited to the **RENEWABLE TERM PLAN** of the

PROVIDENT SAVINGS LIFE ASSURANCE SOCIETY

OF NEW YORK,

which is the CHEAPEST, SAFEST AND FAIREST contract of Life Insurance attainable.

Teachers can add to their incomes by acting as agents. Correspondence solicited.

WM. E. STEVENS,
SECRETARY.

SHEPPARD HOMANS,
PRESIDENT AND ACTUARY.

CHRISTOPHER SOWER CO., PHILADELPHIA.

THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks's Normal Mathematical Course
1. Standard Arith. Course, in Four Books.
2. Union Arith. Course, in Two Books, combining Mental and Written.
Brooks's Higher Arithmetic.
Brooks's Normal Algebra.
Brooks's Geometry and Trigonometry.
Brooks's Philosophy of Arithmetic.
Manuals of Methods and Keys to the above.
Montgomery's Nor. Union System of Indust. Drawing.
Lyte's Bookkeeping and Blanks.

First Steps in Scientific Knowledge.

By PAUL BERT.

"It makes the teaching of Elementary Science possible in The Common School."
"Price List and Descriptive Catalogue free on application."

J. B. LIPPINCOTT COMPANY,
715 & 717 Market Street Philadelphia,
Publishers of School and College Text-Books, etc.
Dealers in School Stationery and Supplies.

Conventional "Monon" Resolutions.
Whereas: The Monon Route being the CONNECTING LINK OF PULLMAN TRAVEL between the Northwestern Summer Resorts, and the Winter Cities of Florida;
And Whereas: Its triple train service consisting of Pullman Buffet Sleepers and Chair Cars between Chicago, Indianapolis, Cincinnati and Louisville is unsurpassed; then—
Be it Resolved: That before starting on a journey it is GOOD POLICY to correspond with E. O. McCOMBIE, Gen'l Passenger Agent, Chicago.

ANNOUNCEMENT. A New Critical Edition of **Ruskin's Sesame and Lilies** With full Explanatory Notes.

We shall publish shortly a new edition of Ruskin's "Sesame and Lilies," the text of which is that of the third English edition, revised by Mr. Ruskin as the first volume of his Collected Works. This has been carefully annotated and furnished with numerous explanatory readings from Ruskin's other works. "Sesame and Lilies" is a favorable reading-book, especially for girls, both on account of the ease and grace of its style and on account of its suggestiveness and healthful moral influence. The notes are the result of practical experience in the class-room, and are designed not only to explain obscure references, but also to arouse an interest in the serious study of literature. The illustrative extracts are sufficiently full and interesting to encourage the pupil to further study of Ruskin. 12mo. Cloth.

John Wiley & Sons, Astor Pl., New York.

How to Study Geography,

By FRANCIS W. PARKER.

This book is an exposition of methods and devices in teaching Geography which apply to the principles and plans of Ritter and Guyot. A knowledge of Structure and Climate is made the basis of all Geographical Instruction. 400 pages. CONTENTS:—1. Theory of teaching Geography. 2. Preparation for teaching, with plan of work. 3. Course of study for eight grades, Primary and Grammar. 4. Suggestions and directions for teaching. 5. Notes on course of study for each grade. 6. Books for study and teaching. 7. Spring studies, by Mrs. E. D. Straight and Geo. W. Fitz. 8. Herder on Geography. 9. Relief Maps and how to make them. Mailed on receipt of price, \$1.50. Address, FRANCIS W. PARKER, Englewood, Ill. 127 Francis Stuart Parker's Exercises in Elocution, \$1.00. Both books \$2.50.

JUST PUBLISHED.
**MAXWELL'S ENGLISH GRAMMAR COURSE, NUMBER 2.
INTRODUCTORY LESSONS IN ENGLISH GRAMMAR.**
For use in lower grammar grades. By WILLIAM H. MAXWELL, M.A. Ph.D., Superintendent of Public Instruction, in Brooklyn, N. Y. 164 pages. 12mo. Cloth. Price for examination, 40 cts. The design of this volume is to present as much of the science of grammar, with its applications, as children between the ages of ten and twelve can appreciate.

PREVIOUSLY PUBLISHED.
**MAXWELL'S ENGLISH GRAMMAR COURSE, NUMBER 1.
PRIMARY LESSONS IN LANGUAGE AND COMPOSITION.**
For use in primary classes. 12mo. Boards. 144 pages. Price, 30 cents.

IN PRESS.
**MAXWELL'S ENGLISH GRAMMAR COURSE, NUMBER 3.
ADVANCED LESSONS IN ENGLISH GRAMMAR.**
For use in higher Grammar Classes. These books together will form a series in English Grammar which will take a place between the grammar diluted into language lessons, pure and simple, and technical Grammar. They will be found admirably adapted to the wants of graded schools, whether in the city or country, and can be confidently recommended on account of their literary and practical value. Sent post-paid on receipt of price by the publishers.

A. S. BARNES & CO., 111-113 William Street, New York.
263-265 Wabash Avenue, Chicago, Ill. 3 Somerset Street, BOSTON.

Bradbury Eaton's

Elementary Arithmetic.
Practical Arithmetic.

Bradbury's

Elementary Algebra.
Elementary Geometry and Trigonometry.
Trigonometry and Surveying.

Stones

History of England.

Meservey's

Book-keeping, Single and Double Entry.
Book-keeping, Single Entry.
Elementary Political Economy.

Send for Descriptive Circulars.

THOMPSON, BROWN & CO., Publishers,
Boston, Mass.

BARTLEY'S IMPROVED SCHOOL RECORDS.

No. 1. "DAILY AND MONTHLY RECORD," is a pocket daily class-book for recording attendance, deportment and recitation; names written but once a term. Price, 60 cents.
No. 2. "MONTHLY YEAR CARD," is a monthly report-card, with envelope, for inspection by parents; one card is used for a year. Price, \$3.00 per hundred. Without envelopes \$2.00 per 100.
No. 4. "MONTHLY TERM CARD," differs from No. 3, in being used for a term, instead of for a year. Price, \$3.00 per hundred. Without envelopes \$2.00 per 100.
No. 5. "WEEKLY TERM CARD," is sent to parents weekly instead of monthly. Price, \$3.00 per hundred. Without envelopes \$2.00.

Samples of Nos. 3, 4 and 5, sent post paid for 10 cents.

TAINTOR BROTHERS & CO., Publishers, 18 and 20 Astor Place, New York.

JOHNSON'S UNIVERSAL CYCLOPEDIA is a whole library of universal knowledge from the pens of the ablest scholars in America and Europe. It is accepted as high authority in our leading colleges. It is not for the few, like Appleton's, the Britannica, or the International, but for all. It has just been thoroughly revised at a cost of over \$60,000, and three years' labor by forty editors, and over 2,000 renowned contributors. It is in eight convenient sized volumes. No father can give to his child at school or his son or daughter just entering the arena of life anything that will be of more permanent benefit. It is an education supplementary to that of the schools. Address for particulars and terms,

A. J. Johnson & Co.,
11 Great Jones St., New York.

NEW! NEW! NEW! MUSIC BOOKS.

SONG HARMONY (60 cts. \$6 doz.) L. O. Emerson. 1, For Singing Classes. Full set of melodious exercises and easy songs, with explanations, and excellent collection of sacred and secular music.

Song Manual, Book I. (30c.) For Primary Classes
Song Manual, Book II. (40c.) For Medium Classes
Song Manual, Book III. (50c.) For Higher Classes
A new set of Graded School Song Books, by L. O. Emerson. Teachers will find them useful and attractive.

Bells of Victory. (25c.) Tenney and Hoffmann. An unusually good Temperance Song Book. 104 first rate songs and choruses. Send for specimen copy.

Praise in Song. (cloth 50 cts., \$4.80 doz., 40 cts. boards, \$4.20 doz.) L. O. & E. U. Emerson. For Praise and Prayer Meetings and Sunday Schools. May be safely commended as one of the very best books of the kind.

Classic Baritone and Bass Songs. (1.00). Songs of rare beauty. 33 songs by 27 different composers, all well known and eminent. This belongs among the Classical books, of which the others are: *Song Classics, Song Classics for Low Voices, Classic Tenor Songs, Piano Classics, Classical Pianist* each \$1.00.

Mailed for Retail Price.

OLIVER DITSON & CO., BOSTON,
C. H. DITSON & CO., 867 Broadway, New York.

HOLMES' NEW READERS.

Best ideas; neatest illustrations; cheapest books. Samples will repay teacher or parent. First Reader, 15 cents; Second, 25 cts.; Third, 40 cts. Fourth, 50 cts.

UNIVERSITY PUBLISHING CO.,
19 Murray Street, New York.
5 Somerset St., Boston.

25th Year as GLOBE MANUFACTURERS.
GLOBES. Prices reduced from \$3.00 to \$15.00; \$17.00 to \$8.00; \$13.00 to \$6.00; \$5.00 to \$3.00; \$4.00 to \$2.25. 8 new styles. Send for catalogue.
NIMS & KNIGHT, Troy N. Y.

THE PRANG EDUCATIONAL CO.,

PUBLISHERS AND DEALERS IN
Drawing Books, Drawing Models and Artists' Materials.

Prang's American Text-Books on Art Education. ALSO MANUFACTURERS OF

PRANG'S DRAWING MODELS.
TO WHICH SPECIAL ATTENTION IS CALLED.
These MODELS have been specially designed for the teaching of Form and Drawing in Primary and Grammar Schools. They consist of both Solids and Tablets arranged in a carefully graded series, are made with the greatest regard for accuracy and beauty, and are furnished at the lowest possible prices. They have been adopted by the leading cities of the country, and are absolutely indispensable to the correct teaching of Form and Drawing in every stage, and especially at the outset.

For catalogue and particulars, address
THE PRANG EDUCATIONAL CO.,
7 Park Street, Boston, Mass.
70 Wabash Avenue, Chicago.

PRACTICAL ELOCUTION.

By J. W. Shoemaker, A. M.
ENLARGED.

The best and most popular text-book on the subject of Elocution.

"Practical Elocution," as its name imports, is a condensed yet comprehensive treatment of the whole subject of Elocution, giving brief consideration to all the topics bearing upon natural expression.

In response to the request for illustrative reading matter, the book has been enlarged by the addition of one hundred pages of the choicest selections, affording the widest range of practice in the several departments of Voice, Articulation, Gesture, Analysis, and Expression, subjects which are fully treated in the body of the work.

PRICES: 300 pages. Handsomely Bound.

Regular retail price,	\$1.25
To teachers, for examination,	1.00
Introduction price,	.75
Exchange price,	.60

These are the prices direct, and not through the Booksellers.
Further particulars cheerfully furnished. Correspondence solicited.

The National School of Elocution and Oratory,
1124 Arch St., Philadelphia.

Publication Department,
C. C. SHOEMAKER, Manager.

LEPAGE'S
THE ONLY GENUINE
LIQUID GLUE
Used by thousands of first-class Manufacturers and Mechanics on their best work. Its success has brought a lot of imitators copying its every way possible. Remember that THE ONLY GENUINE LePage's Liquid Glue is manufactured solely by the
RUSSIA CEMENT CO., GLOUCESTER, MASS.
Sample by mail 20c. stamp.

THE publishers of the SCHOOL JOURNAL would esteem it a favor if names of teachers who do not take it, and who would be likely to be interested, are sent them that they may send them specimen copies.